

Maneuver Leader Development Strategy (MLDS) 2nd Edition Draft

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U.S. Army Maneuver Center of Excellence

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Chapter 1

Purpose and Context

The Maneuver Leader Development Strategy (MLDS) provides the vision and guidance for developing maneuver leaders across the force. This includes professional military education and functional training for officers and noncommissioned officers at the Maneuver Center of Excellence (MCoE), home station, combat training centers, and while deployed. Moreover, it lays out a program for the individual self-development efforts of maneuver leaders throughout their careers. It accomplishes this by laying out a deliberate, continuous, and progressive development process, synthesizing the knowledge and abilities that leaders gain through training, education, and experience. Through this “lifelong” process, maneuver leaders master the tactical and operational levels of the military profession, while developing their strategic leadership abilities.

SECTION I – OVERVIEW

1-1. The MCoE implements the MLDS to train and educate agile and adaptive maneuver leaders, capable of leading and accomplishing the mission within complex environments and against adaptive enemies.

CONTEXT

1-2. The MLDS is based on proven leader development processes contained in the Army Leader Development Strategy (ALDS); the Army Learning Concept; the Army Training Strategy; AR 350-1, *Army Training and Leader Development*; ADP 7-0, *Training Units and Developing Leaders*; ADRP 7-0, *Training Units and Developing Leader*, and both ADRP 6-22 and ADP 6-22, *Army Leadership*. The MLDS also adheres to the seven leader development imperatives:

- Commitment to the Army profession, lifelong learning, and development.
- Balance the Army’s commitment to the training, education, and experience components of leader development.
- Manage military and civilian talent to benefit both the institution and the individual.
- Select and develop leaders with positive attributes and proficiency in core leadership competencies for responsibility at higher levels.
- Prepare adaptive and creative leaders capable of operating within the complexity of the operational environment and the entire range of military operations.
- Embed mission command principles in leader development.
- Value a broad range of leader experiences and developmental opportunities.

1-3. The MLDS serves as a single document, guiding planning, execution, and resourcing of leader development across the maneuver force. The MLDS synchronizes actions, focuses efforts, fosters common understanding, and supports the maneuver force as it continues to meet future leader development challenges. It informs leader development implementation plans and provides detailed guidance for maneuver commanders and leaders of Infantry, Armored, and Stryker brigade combat teams, battlefield surveillance brigades (BfSBs), and other maneuver units and activities.

OPERATIONAL ENVIRONMENT

“Future leaders must be adaptable, agile and able to operate in a threat environment that includes a combination of regular warfare, irregular warfare, terrorist activity and criminality” – Army Chief of Staff, General Raymond T. Odierno

1-4. The future operational environment will be characterized by increased speed and density of human interactions enabled by technology. Enemies and adversaries are likely to conduct offensive cyber operations to disseminate disinformation to deceive commanders, or to discredit friendly operations through propaganda. Threat intelligence and surveillance capabilities, frequent use of technical countermeasures along with long-range precision munitions, unmanned aerial systems (UAS) and satellite capabilities, and their willingness to employ terror weapons enable our enemies and adversaries to seize the initiative on occasion for limited periods at selected locations on the battlefield (BCT 2020).

1-5. To defeat continually adapting and evolving threats, commanders and leaders learn and apply effective mission command. They drive the operations process through their activities to understand, visualize, describe, direct, lead, and assess. Effective mission command requires expertise in using mission orders to enable disciplined initiative within the commander’s intent. Commanders and leaders link purposeful and simultaneous execution of both combined arms maneuver and security over wide areas to achieve the commander’s intent and desired end state.

1-6. Towards this end, agile and adaptive leaders remain essential to the successful execution of combined arms operations. Employing combined arms teams demands a working knowledge of the environment and an understanding of the geopolitical, cultural, linguistic, technical, and tactical factors that impact operations (Army Capstone Concept, 2012). They function alongside a diverse set of national, multinational, and indigenous partners. The operational environment “demands that we develop leaders who understand the context of the factors influencing the military situation, act within that understanding, continually assess and adapt those actions based on the interactions and circumstances of the enemy and environment, consolidate tactical and operational opportunities into strategic aims, and be able to effectively transition from one form of operations to another. We seek to develop leaders who will thrive in this environment.” (Command and General Staff College [CGSC] ALDS Information Paper, Nov 2009.)

SECTION II – Integration of Leader Development Components

1-7. The MLDS describes maneuver learning outcomes (MLOs) that are nested within the U.S. Army Training and Doctrine Command’s (TRADOC’s) 21st Century Soldier competencies and general learning outcomes (GLOs).

21ST CENTURY SOLDIER COMPETENCIES, GLOS AND MLOS

1-8. Maneuver-specific learning outcomes merge with the 21st century Soldier competencies and their associated GLOs. In many instances, analysis revealed that GLOs require no further maneuver-specific refinement, and they provide officers and noncommissioned officers (NCOs) statements of essential knowledge, skills, abilities, and attributes that will focus learning activities on developing leaders to achieve the 21st century Soldier competencies. However, wherever this is not the case, the MLDS outlines MLOs that specifically address competencies required of maneuver leaders.

MLDS CONCEPT DIAGRAM

1-9. The MLDS constructs and their relationships to each other are outlined in Figure 1-1. The conceptual diagram reflects that the MLDS is nested with ALDS and Army leader development guidance. The MLDS concept diagram frames the relationship between MLOs and the three mutually supporting training domains (institutional, operational, and self-development) and three leader development components (training, education, and experience).

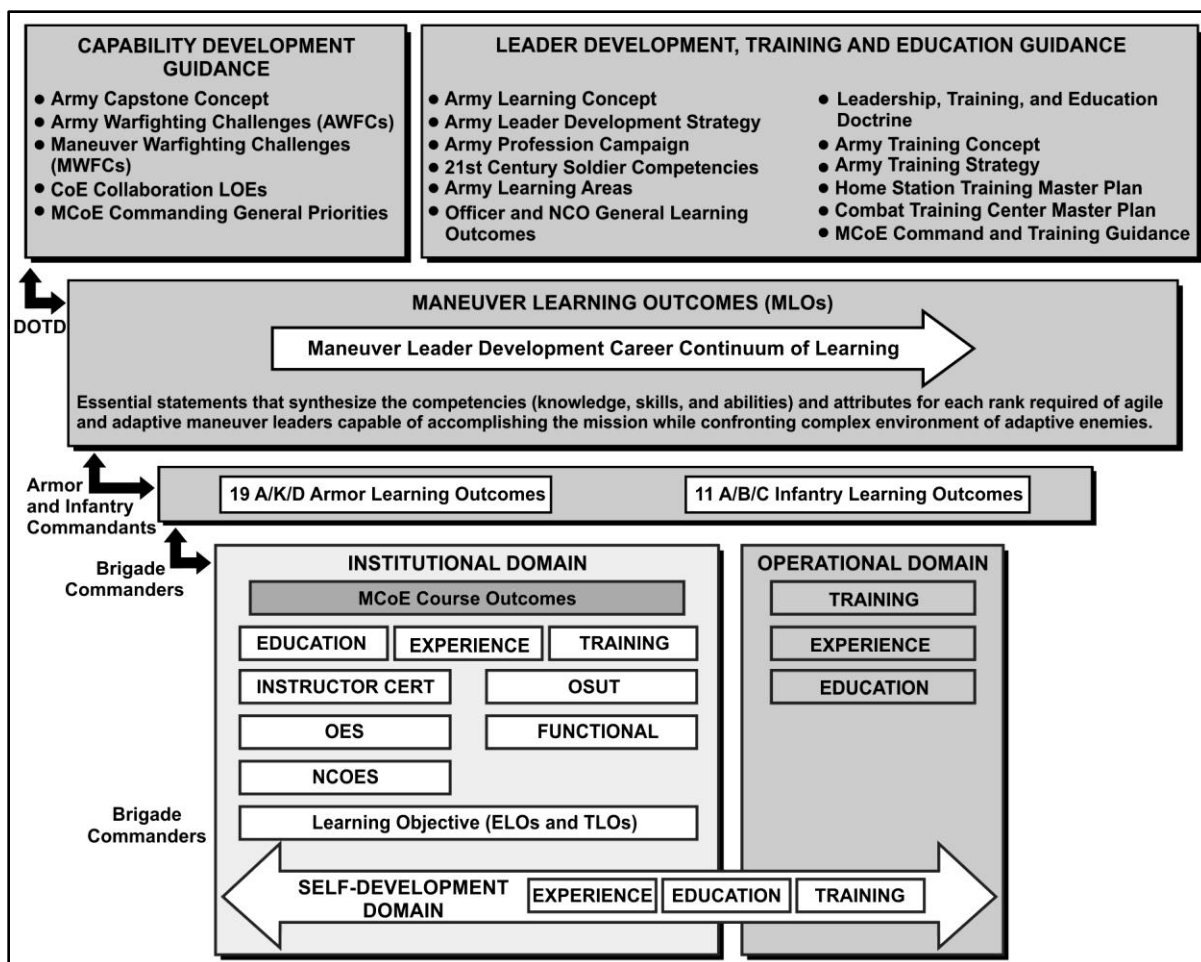


Figure 1-1. Maneuver Leader Development Strategy Concept

Section III– Ends, Ways, and Means Framework

1-10. The overall framework for the MLDS is ends, ways, and means, which is described in detail below:

- The “ends” are the maneuver learning outcomes, which are synonymous with maneuver leader competencies and attributes required of agile and adaptive maneuver leaders. Ends are discussed in Chapter 2.
- The “ways” are the methods for achieving maneuver leader development. They provide guidance to the Infantry commandant, Armor commandant, brigade commanders at the MCoE, and operating force brigade commanders to optimize the effectiveness of maneuver leader development across all three domains (institutional, operational, and self-development). Ways are discussed in Chapter 3.
- The “means” are implementation strategies and programs that integrate 21st century Soldier competencies, GLOs, MLOs, and course outcomes for the 11-series and 19-series career management fields. Additionally, the “means” explain the process to identify GLOs and MLOs that primarily are developed in the institutional, operational, or self-development domain. This assists commanders in focusing on unit-level leader development, and in shaping the self-development programs. Means are discussed in Chapter 4.

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Chapter 2

Ends - Leader Development Learning Outcomes

Section I – 21st Century Soldier Competencies

2-1. Soldiers and leaders are tasked with mastering a set of critical core competencies that provide a foundation for operational adaptability. These nine 21st century Soldier competencies are instilled during initial military training (IMT), One Station Unit Training (OSUT), and Basic Officer Leader Course (BOLC). They are reinforced at increasing levels of depth and complexity across a maneuver leader's career. Refer to TRADOC Pamphlet 525-8-2, *The U.S. Army Learning Concept for 2015* (June 2011). These competencies are as follows:

- Character and accountability.
- Professional competence.
- Teamwork and collaboration.
- Cultural, joint, interagency, intergovernmental, and multinational competence.
- Communication and engagement.
- Adaptability and initiative.
- Critical thinking and problem solving.
- Lifelong learner.
- Comprehensive fitness.

CHARACTER AND ACCOUNTABILITY

2-2. Soldiers and leaders demonstrate Army values, the Soldier's Creed, and Warrior Ethos through action while developing character and accountability in subordinates. They accept obligations of service before self and for assigned tasks, missions, subordinates, and themselves, while building confidence in leaders, peers, and subordinates whom they can count on to accomplish goals. Soldier and leader actions are guided by the Army ethics, which comprises the shared values, beliefs, ideals, and principles held by the Army Profession of Arms. These ethics are embedded and internalized in its culture and taught to be practiced by all Soldiers in unified land operations as well as peacetime. Adhering to and internalizing the Army ethic develops strong character, ethical reasoning, decision making, empathy for others, and the self-discipline to always do what is right for fellow Soldiers, the Army, and the Nation. Character enables the Soldier to operate in a complex and uncertain environment with the understanding that the Soldier is individually accountable for not only what is done, but also for what might not be done. The pride, esprit, and ethos required of Soldiers as members of the profession of arms may require them to sacrifice themselves willingly to preserve the Nation, accomplish the mission, or protect the lives of fellow Soldiers. Qualities of character and ethical behavior will be stressed at every level. (Refer to TRADOC Pam 525-8-2.)

PROFESSIONAL COMPETENCE

2-3. Soldiers and leaders employ tactical and technical skills through the full range of military operations to accomplish the mission and support the commander's intent. They are experts on weapons systems and combined arms operations, and train their subordinates to be technically and tactically competent. At lower levels, they are technical experts in their specialty and continue to develop their technical skills and those in their subordinates. As leaders grow, they increase their understanding and application of mission command, operational contexts, systems, and technology while operating in increasingly complex environments. Soldiers and leaders are prepared to execute offensive, defensive, stability, and Defense Support of Civil Authorities (DSCA) missions throughout the continuum of operations and transition between diverse tasks

and operational actions as complex and uncertain operational situations are developed through action. Leaders anticipate tactical, operational, and strategic transitions and use mission command to apply lethal and nonlethal effects to achieve the commander's intent. (Refer to TRADOC Pam 525-8-2.)

TEAMWORK AND COLLABORATION

2-4. Soldiers and leaders create high-performing formal and informal groups by leading, motivating, and influencing individuals and partners to work toward common goals effectively. They are effective team members, understand team dynamics, and take appropriate action to foster trust, cohesion, communication, cooperation, effectiveness, and dependability within the team. Leaders build teams, seek multiple perspectives, alternative viewpoints, and manage team conflict. (Refer to TRADOC Pam 525-8-2.)

CULTURAL, JOINT, INTERAGENCY, INTERGOVERNMENTAL, AND MULTINATIONAL COMPETENCE

2-5. Soldiers and leaders use cultural fundamentals, self-awareness skills, and regional competencies to act effectively in any situation. They use communication, including foreign language, influence, and relational skills to work effectively in varied cultural and joint, interagency, intergovernmental, and multinational contexts. Soldiers and leaders consider and are sensitive to socially transmitted behavior patterns and beliefs of individuals from other communities and/or countries and effectively partner, influence, and operate in complex joint, interagency, intergovernmental, and multinational environments. (Refer to TRADOC Pam 525-8-2.)

COMMUNICATION AND ENGAGEMENT

2-6. Soldiers and leaders express themselves clearly and succinctly in oral, written, and digital communications. They use interpersonal tact, influence, and communication to build effective working relationships and social networks that facilitate knowledge acquisition and provide feedback necessary for continuous improvement. Soldiers and leaders inform and educate United States, allied, and other relevant publics and actors to gain and maintain trust, confidence, and support. Engagement is characterized by comprehensive commitment to transparency, accountability, and credibility, and it is an imperative of 21st century operations. (Refer to TRADOC Pam 525-8-2.)

ADAPTABILITY AND INITIATIVE

2-7. Soldiers and leaders are comfortable operating in unexpected situations throughout the world. They scan the environment, identify unique or unexpected conditions, and adjust to handle the situation effectively. Soldiers and leaders recognize when standard procedures are not an effective solution to a situation and use innovation to develop new procedures, devices, and others that are necessary to handle the situation. Mental agility and a global mindset allow them to anticipate changes in the operational environment, adapt to the changes, and anticipate the second and third order effects of their actions and decisions. Soldiers and leaders take appropriate action and calculated risks in the absence of orders or in situations that require modifying orders to achieve the commander's intent while also developing initiative and risk taking in subordinates. They anticipate changes in the operational environment, assess the situation, and use sound judgment to decide when and how to act. Self-awareness allows Soldiers and leaders to monitor and adjust their actions and those of their teams to constantly assess performance and seek improvement. (Refer to TRADOC Pam 525-8-2.)

CRITICAL THINKING AND PROBLEM SOLVING

2-8. Soldiers and leaders analyze and evaluate thinking, with a view to improving it. They solve complex problems by using experiences, training, education, critical questioning, convergent, critical, and creative thinking, and collaboration to develop solutions. Throughout their careers, Soldiers and leaders continue to analyze information and hone thinking skills while handling problems of increasing complexity. Select leaders develop strategic thinking skills necessary for assignments at the national level. (Refer to TRADOC Pam 525-8-2.)

LIFELONG LEARNER

2-9. Soldiers and leaders continually assess themselves, identify what they need to learn and use skills that help them to effectively acquire and update knowledge, skills, and attitudes. Soldiers and leaders value and integrate all forms of learning (formal, informal) on a daily basis to seek improvement of themselves and their organizations continuously. Soldiers and leaders access, evaluate, and use information from a variety of sources and leverage technology (hardware and software) to improve their effectiveness and that of their teams while executing the Army's missions. Digital literacy skills are developed at initial entry and increase progressively at each career level. (Refer to TRADOC Pam 525-8-2.)

COMPREHENSIVE FITNESS

2-10. Leaders must develop and maintain their own spiritual and physical fitness. Furthermore, they must develop the emotional, social, Family, and spiritual fitness of their subordinates. Leaders must be persistent, quickly recover from difficult situations, and exemplify the resilience necessary to fight and win in any operational situation. (Refer to TRADOC Pam 525-8-2.)

Section II – Learning Outcomes and Competencies

GENERAL LEARNING OUTCOMES

2-11. GLOs are statements of essential knowledge, skills, abilities, and attributes resulting from training, education and experience at each level along a leader's career. GLOs are provided to assist schools, unit leaders, and individuals to focus learning activities on developing leaders with the 21st century competencies described in the Army learning model.

2-12. The GLOs provide a common picture of what the Army can expect from every leader. However, the MCoE has refined these outcomes to create a maneuver leader development program more specific to maneuver career management fields (CMFs) and military occupational specialties (MOSs).

MANEUVER LEARNING OUTCOMES

2-13. These refined learning outcomes are referred to as MLOs and are synonymous with maneuver leader competencies and attributes. MLOs provide "connective tissue" between TRADOC GLOs and course outcomes at the MCoE. MLOs describe outcomes that can only be achieved through a combination of training, education, and experience, which is what distinguishes them from course outcomes.

COURSE OUTCOMES

2-14. Course outcomes are what students will know, be able to do, or be able to demonstrate when they have completed a course. Institutional courses will use the 21st century Soldier competencies, GLOs, and MLOs to develop course outcomes (COs). These COs describe, in plain language, the targeted end state, and they are used as a guide for alignment of tasks and objectives. Such outcomes should be limited in number (typically between five and eight), and expressed as knowledge, skills, abilities, and attributes.

LEARNING OBJECTIVES

2-15. Learning objectives (LOs) are precise statements of the learner's expected performance—discrete and measurable. They should contain an action statement specifying expected learner performance in measurable terms, a condition statement describing the learning situation or environment, and a standard statement providing the criteria for student performance. Each LO will include a terminal learning objective (TLO) and an enabling learning objective (ELO), both of which are explained below:

- **Terminal learning objective.** TLO is the main objective of a lesson describing the expected learner performance upon completion of the lesson. Each lesson contains only one terminal learning objective.

- **Enabling learning objective.** ELO supports the terminal learning objective by describing what learners accomplish during the lesson. Lessons may contain several ELOs supporting the one TLO.

MLO TABLES BY RANK

2-16. In the tables below, the 21st century Soldier competencies, GLOs, and MLOs have been aligned in support of the Army learning model (vertical alignment) and sequential and progressive leader development across ranks (horizontal alignment). The tables are titled by rank (corporal/sergeant, staff sergeant, sergeant first class, lieutenant, and captain) and organized by the 21st century Soldier competencies. The GLOs and MLOs are presented under the associated 21st century Soldier competency.

MLO NAMING CONVENTION

2-17. The following coding system (see Table 2-1) demonstrates a direct alignment between the maneuver learning outcomes and the 21st century Soldier competencies. The competencies are represented by two letters from the words that make up the title of the competency. (For example, character and accountability are represented by “CA.” Each of the maneuver learning outcomes is numbered 1 – 5 for an associated rank as indicated in the table below. For example, the naming convention “CA.1.2” corresponds to the CA competency for a corporal/sergeant (1), that is the second (2) MLO listed under this competency.)

Note. NCO GLOs are coded with NCO prefix.

Table 2-1. 21st Century Soldier Competencies

21st Century Soldier Competencies	Code
Character and accountability	CA
Professional competence	PC
Team work and collaboration	TC
Cultural, joint, interagency, intergovernmental, and multinational competence	CJ
Communication and engagement	CE
Adaptability and initiative	AI
Critical thinking and problem solving	CP
Lifelong learning	LL
Comprehensive fitness	CF
Rank	
Corporal and Sergeant	1
Staff Sergeant	2
Sergeant First Class	3
Lieutenant	4
Captain	5

CROSSWALK GLOs AND MLOs WITH 21ST CENTURY SOLDIER COMPETENCIES

2-18. A crosswalk of GLOs and MLOs with PME and functional course outcomes is conducted in order to: (1) evaluate, align, and validate course outcomes with learning outcomes; (2) identify leader development competencies and attributes that are trained and educated within the institution; and (3) determine the expected degree of proficiency that will be achieved. The crosswalk of GLOs and MLOs with 21st century Soldier competencies is presented in the evolving ALM development tools at <https://cac.tkeportal.army.mil/sites/g3/ALM/Collaboration/ALM%20Exemplars.aspx>.

LEARNING OUTCOMES DEVELOPED IN THE OPERATIONAL AND SELF-DEVELOPMENT DOMAINS

2-19. The crosswalk identifies GLOs and MLOs that require an increased degree of proficiency beyond what PME and functional courses achieve. Additionally, the crosswalk identifies GLOs and MLOs that are primarily developed in the operational or self-development domains. This assists commanders in focusing on unit-level leader development and in shaping the self-development programs.

2-20. A crosswalk of GLOs and MLOs with 11- and 19-series CMFs/MOSs individual tasks ensures that leader competencies (knowledge, skills, and abilities) and attributes are trained and educated at each of the appropriate CMF/MOS skill levels across institutional, operational, and self-development domains. The crosswalk of GLOs and MLOs with 11- and 19-Series CMFs/MOSs individual tasks are presented in Appendix A, Crosswalk of GLOs and MLOs with Individual Tasks across the Leader Development Domains.

2-21. The subsequent tables reflect the 21st century Soldier competencies, GLOs, and MLOs by rank. The competencies and attributes described in the 21st century Soldier competencies, GLOs, and MLOs are cumulative. (For example, a sergeant first class is proficient in the GLOs and MLOs for his rank and the ranks below.) The 21st century Soldier competencies, GLOs, and MLOs are presented in the subsequent tables for the following ranks:

- Table 2-2. Corporal/sergeant.
- Table 2-3. Staff sergeant.
- Table 2-4. Sergeant first class.
- Table 2-5. Lieutenant.
- Table 2-6. Captain.

CPL/SGT 21ST CENTURY SOLDIER COMPETENCIES, GLOS AND MLOS

Table 2-2. Corporal/Sergeant – 21st Century Soldier Accountabilities

Corporal/Sergeant – Character and Accountability (CA)
General Learning Outcomes (GLOs) NCO GLO – CA.1.1. Serves as a role model (competence, moral character, commitment) for subordinates to look up to and upholds standards on and off duty. NCO GLO – CA.1.2. Understands the history of the NCO corps. NCO GLO – CA.1.3. Lives by the Army values and NCO creed. NCO GLO – CA.1.4. Identifies ethical dilemmas and seeks counsel, as necessary. NCO GLO – CA.1.5. Builds trust and discipline in the team.
Maneuver Learning Outcomes (MLOs) CA.1.1. Leads a team from the front, by example, in close combat and by projecting confidence, displaying composure, maintaining high standards, demonstrating discipline, sharing hardships, stressing field craft and physical hardening. CA.1.2. Describes the relationships between the Army, U.S. citizens, and elected and appointed officials and steward of the Army profession and the Army's resources in all activities. CA.1.3. Develops subordinates as role models (competence, moral character, commitment) and stewards of the profession. CA.1.4. Demonstrates the highest élan and esprit de corps; fully embraces the traditions and history of the Infantry, Armor, Cavalry, and their regiment as espoused by "Follow me!" and "Forge the Thunderbolt."

Table 2-2. Corporal/Sergeant – 21st Century Soldier Accountabilities (continued)

Corporal/Sergeant – Professional Competence (PC)
<p>General Learning Outcomes (GLOs)</p> <p>NCO GLO – PC.1.1. Performs Skill Level 1 and 2 common and MOS tasks without supervision.</p> <p>NCO GLO – PC.1.2. Understands five paragraph operations order, warning order, and fragmentary order.</p> <p>NCO GLO – PC.1.3. Uses troop leading procedures at team/squad level.</p> <p>NCO GLO – PC.1.4. Plans, rehearses and leads teams to execute missions according to the commander's intent (mission command).</p> <p>NCO GLO – PC.1.5. Recognizes rank structures, functions, and services of each military branch and joint, interagency, intergovernmental, and multinational (JIIM) stakeholders along with their role in unified land operations.</p>
<p>Maneuver Learning Outcomes (MLOs)</p> <p>PC.1.1. Employs effective and accurate fire to suppress and destroy the enemy in close combat by understanding the technical characteristics, capabilities, limitations, maintenance, and operation of all organic weapon systems (individual weapons, crew served weapons, unstable, and stabilized weapon platforms) optics, sights, and ammunition.</p> <p>PC.1.2. Executes the direct fire engagement process (target engagement, fire commands, methods and techniques of engagement) for weapon systems to apply effective, controlled, speedy, and accurate fire to suppress and destroy the enemy in close combat.</p> <p>PC.1.3. Controls the movement and direction of fires, fire discipline, and the application of fire (concentration and distribution of fires).</p> <p>PC.1.4. Employs combat power through proportionality, using Soldier's Rules as the essence of the Law of War, and rules of engagement.</p> <p>PC.1.5. Conducts individual and collective weapons training through the employment of Simulations as a Gate to Live Fire (GTLF) to maintain direct fire marksmanship and gunnery proficiency.</p> <p>PC.1.6. Conducts effective call for indirect, attack aviation, and close air support to destroy the intended target (lethal fires), or to impair, disrupt, or delay the performance of enemy operational forces (non-lethal fires).</p> <p>PC.1.7. Demonstrates knowledge of the principles and tactics associated with the offense, defense, and stability operations, and their role when operating as part of a larger element or when operating independently.</p> <p>PC.1.8. Navigates—mounted and dismounted—using dead reckoning and terrain association with a map, compass, protractor, altimeter, global positioning system (GPS), and Force XXI Battle Command, Brigade-and-Below (FBCB2).</p> <p>PC.1.9. Executes battle drills and crew drills, resulting in quick decisions and swift maneuver to create a tempo to overwhelm the enemy.</p> <p>PC.1.10. Employs mission command systems and communication systems to send and receive information; maintains situational awareness, coordinates with friendly units, employs fires, and identifies enemy forces and civilian populations.</p> <p>PC.1.11. Collects and reports operationally relevant information through active and passive means.</p> <p>PC.1.12. Assesses unit by conducting precombat checks, precombat inspections, inspections, rehearsals, after action reviews (AARs), and provides bottom-up feedback resulting in mission accomplishment and organizational success.</p> <p>PC.1.13./CJ.1.1. Demonstrates an awareness of security forces assistance, advisory roles, cross-cultural competence, and regional expertise across the range of military operations.</p> <p>PC.1.14. Protects personnel, equipment, facilities, and infrastructure from the effects of improvised explosive devices (IEDs).</p> <p>PC.1.15. Applies Maneuver doctrine to achieve decisive action.</p> <p>PC.1.16. Applies Mission Planning Tools (for example, Command Post of the Future [CPOF], FBCB2).</p> <p>PC.1.17. Conducts risk assessment and applies risk reduction strategies.</p>

Table 2-2. Corporal/Sergeant – 21st Century Soldier Accountabilities (continued)

Corporal/Sergeant - Teamwork and Collaboration (TC)	
General Learning Outcomes (GLOs)	
NCO GLO – TC.1.1./CJ.1.2. Knows team dynamics and takes appropriate action to foster cohesion and cooperation.	
NCO GLO – TC.1.2./CJ.1.3. Effectively collaborates within the unit and with other organizations (such as, Army Center for Substance Abuse Program [ACSAP], Judge Advocate General [JAG]).	
Maneuver Learning Outcomes (MLOs)	
TC.1.1. Reinforces desired team norms.	
TC.1.2. Sets individual and team goals.	
TC.1.3. Develops teams through the stages of team-building.	
TC.1.4. Demonstrates trust in team members and encourages them.	
TC.1.5. Maintains a positive attitude.	
TC.1.6. Rewards positive contributions.	
TC.1.7/CE.1.2. Communicates expectations to subordinates.	
Corporal/Sergeant - Culture and JIIM (CJ)	
General Learning Outcomes (GLOs)	
NCO GLO – CJ.1.1. Demonstrates an awareness of cross cultural competence (3c), related knowledge, attributes, and interpersonal skills.	
NCO GLO – TC.1.1./CJ.1.2. Knows team dynamics and takes appropriate action to foster cohesion and cooperation.	
NCO GLO – TC.1.2./CJ.1.3. Effectively collaborates within the unit and with other organizations (for example, ADACP, JAG).	
Maneuver Learning Outcomes (MLOs)	
PC.1.13./CJ.1.1. Demonstrates an awareness of security forces assistance, advisory roles, cross-cultural competence, and regional expertise across the range of military operations. [Associated with Professional Competence.]	
AI.1.5./CJ.1.2. Gains and maintains tactical initiative by applying situational awareness, interpreting human terrain, and evaluating threat disposition.	
CJ.1.3. Explains the relevance of culture within a JIIM environment.	
CJ.1.4. Demonstrates cultural self-awareness.	
Corporal/Sergeant – Communication and Engagement (CE)	
General Learning Outcomes (GLOs)	
NCO GLO – CE.1.1. Demonstrates active listening, clear verbal and written communication skills.	
Maneuver Learning Outcomes (MLOs)	
CE.1.1. Applies knowledge of nonverbal communication cues to improve verbal communication strategies.	
TC.1.7./CE.1.2. Communicates expectations to subordinates.	

Table 2-2. Corporal/Sergeant – 21st Century Soldier Accountabilities (continued)

Corporal/Sergeant - Adaptability and Initiative (AI)
General Learning Outcomes (GLOs) NCO GLO – AI.1.1. Identifies situations when standard procedures will not work and seeks alternatives.
Maneuver Learning Outcomes (MLOs) AI.1.1. Values collaboration and dialogue among individuals with differing perspectives. AI.1.2. Demonstrates situational awareness. AI.1.3. Creates a climate of readiness to adapt. AI.1.4. Demonstrates tolerance of and comfort with uncertainty and ambiguity. AI.1.5./CJ.1.2. Gains and maintains tactical initiative by applying situational awareness, interpreting human terrain, and evaluating threat disposition. CP.1.1./AI.1.6. Develops moral solutions and applies ethical reasoning. CP.1.2./AI.1.7. Develops solutions by applying intellectual agility, adaptability, and cognitive, emotional, and social skills while exposed to persistent danger in complex operating environments. CP.1.3./AI.1.8. Employs critical and creative thinking in a volatile, uncertain, complex, and ambiguous environment. CP.1.4./AI.1.9. Develops the cognitive skills necessary to think critically and creatively in a volatile, uncertain, complex, and ambiguous environment.
Corporal/Sergeant - Critical Thinking and Problem Solving (CP)
General Learning Outcomes (GLOs) NCO GLO – CP.1.1. Identifies and solves problems related to team missions. NCO GLO – CP.1.2. Knows the critical thinking process and applies it during problem solving.
Maneuver Learning Outcomes (MLOs) CP.1.1./AI.1.6. Develops moral solutions and applies ethical reasoning. CP.1.2./AI.1.7. Develops solutions by applying intellectual agility, adaptability, and cognitive, emotional, and social skills while exposed to persistent danger in complex operating environments. CP.1.3./AI.1.8. Employs critical and creative thinking in a volatile, uncertain, complex, and ambiguous environment. CP.1.4./AI.1.9. Develops the cognitive skills necessary to think critically and creatively in a volatile, uncertain, complex, and ambiguous environment. .

Table 2-2. Corporal/Sergeant – 21st Century Soldier Accountabilities (continued)

Corporal/Sergeant - Lifelong Learning (LL)
General Learning Outcomes (GLOs) NCO GLO – LL.1.1. Assesses self, individual, and team learning needs. NCO GLO – LL.1.2. Applies the principles of training to team training. NCO GLO – LL.1.3. Trains, coaches, and counsels subordinates and peers. NCO GLO – LL.1.4. Conducts self-assessment and develops a short-term plan for personal goals. NCO GLO – LL.1.5. Guides subordinates creation of individual development plans. NCO GLO – LL.1.6. Uses self-learning strategies to improve. NCO GLO – LL.1.7. Understands the NCO career path.
Maneuver Learning Outcomes (MLOs) LL.1.1. Communicates self-assessment requirements to superiors and subordinates. LL.1.2. Conducts standards-based, performance-oriented, individual and collective training resulting in Soldiers proficient in maneuver critical tasks. LL.1.3. Applies context-based, collaborative, problem-centered instruction (simulations, blended learning opportunities, and distributed learning capabilities) to train and educate. LL.1.4. Conducts ongoing professional development by reading maneuver doctrine, lessons learned, professional journals, online resources, and civilian education to increase competency through the application of knowledge within the operational domain. LL.1.5. Develops self-awareness.
Corporal/Sergeant - Comprehensive Fitness (CF)
General Learning Outcomes (GLOs) NCO GLO – CF.1.1. Implements personal health habits to increase personal health and fitness. NCO GLO – CF.1.2. Supervises a comprehensive fitness program for the team. NCO GLO – CF.1.3. Recognizes changes, risks in Soldier behavior and takes action to improve comprehensive fitness and mitigate risks.
Maneuver Learning Outcomes (MLOs) CF.1.1. Exhibits holistic physical readiness, mental toughness, and resilience in extreme environments for extended periods across the range of military operations. CF.1.2. Applies resiliency skills and recognizes core competencies that enable mental toughness, optimal performance, strong leadership, and goal achievement. CF.1.3. Executes an effective comprehensive fitness program to maintain a resilient and mentally fit unit. CF.1.4. Advises Soldiers/families on resources available to improve resilience and fitness.

SSG 21ST CENTURY SOLDIER COMPETENCIES, GLOS AND MLOS

Table 2-3. Staff Sergeant – 21st Century Soldier Accountabilities

Staff Sergeant – Character and Accountability (CA)
<p>General Learning Outcomes (GLOs)</p> <p>NCO GLO – CA.2.1. Serves as a role model (competence, moral character, commitment) for subordinates to look up to and upholds standards on and off duty.</p> <p>NCO GLO – CA.2.2. Displays commitment to service and places the needs of others before self.</p> <p>NCO GLO – CA.2.3. Develops the Army Values and moral character in subordinates.</p> <p>NCO GLO – CA.2.4. Applies sound judgment to resolve ethical dilemmas and seeks counsel as necessary.</p> <p>NCO GLO – CA.2.5. Builds trust and discipline in the squad.</p>
<p>Maneuver Learning Outcomes (MLOs)</p> <p>CA.2.1. Leads a squad, section or crew by example, in close combat and by projecting confidence, displaying composure, maintaining high standards, demonstrating discipline, sharing hardships, stressing field craft and physical hardening.</p> <p>CA.2.2. Exercises effective and ethical mission command through the application of the mission command philosophy together with the mission command warfighting function.</p>
Staff Sergeant – Professional Competence (PC)
<p>General Learning Outcomes (GLOs)</p> <p>NCO GLO – PC.2.1. Performs Skill Level 1 - 3 Common and MOS tasks without supervision, as well as Skill Level 4 Tasks with limited supervision.</p> <p>NCO GLO – PC.2.2. Understands five paragraph operations order, warning order and fragmentary order.</p> <p>NCO GLO – PC.2.3. Uses troop leading procedures at squad/platoon level.</p> <p>NCO GLO – PC.2.4. Plans, rehearses, and leads squads to execute missions and the commander's intent (mission command).</p> <p>NCO GLO – PC.2.5. Applies knowledge of JIIM partners and operating environment to guide decisions before and during mission execution.</p>

Maneuver Learning Outcomes (MLOs)

PC.2.1. Applies maneuver and flexible tactics, characterized by effective fire combined with skillful movement to gain and maintain an advantage over the enemy when in close combat.

PC.2.2. Navigates—mounted and dismounted—using dead reckoning and terrain association while considering the associated factors of travel time and distance, maneuver room needed, trafficability and load bearing capacity of the soil (especially when mounted), and the ability to surprise and interdict the enemy along a route.

PC.2.3. Develops and reports information through dismounted and mounted reconnaissance to rapidly develop the situation in close combat with the enemy and in contact with civilian populations.

PC.2.4. Maneuvers mounted and dismounted elements.

PC.2.5. Conducts a marksmanship/gunnery live fire range as a range safety officer (RSO).

PC.2.6. Integrates training resources into individual and collective training events.

PC.2.7. Trains crews, sections, and squad by applying online unit training management “enablers” (Army Training Network [ATN], Digital Training Management System [DTMS], and Combined Arms Training Strategies [CATS]).

PC.2.8. Collaborates with subordinates and exercises operational judgment in planning, preparing, executing, and assessing operations.

Staff Sergeant –Teamwork and Collaboration (TC)

General Learning Outcomes (GLOs)

NCO GLO – TC.2.1./CJ.2.2. Learns to negotiate, build consensus, and resolve conflicts between teams.

NCO GLO – TC.2.2./CJ.2.3. Factors others intentions (motivation) into developing acceptable solutions to problems.

Maneuver Learning Outcomes (MLOs)

TC.2.1. Recognizes and capitalizes on individual strengths.

TC.2.2. Underwrites mistakes. Removes stigma associated with error or ignorance.

TC.2.3. Demonstrates face-to-face collaboration.

TC.2.4. Employs technological aids to collaboration.

TC.2.5./CJ.2.1. Performs leader engagements by effectively employing interpreters and human sensors.

Table 2-3. Staff Sergeant – 21st Century Soldier Accountabilities (continued)

Staff Sergeant – Culture and JIIM (CJ)
General Learning Outcomes (GLOs) NCO GLO – CJ.2.1. Identifies the fundamentals of culture and their effects on military operations. NCO GLO – TC.2.1./CJ.2.2. Learns to negotiate, build consensus, and resolve conflicts between teams. NCO GLO – TC.2.2./CJ.2.3. Factors others intentions (motivation) into developing acceptable solutions to problems.
Maneuver Learning Outcomes (MLOs) TC.2.5./CJ.2.1. Performs leader engagements by effectively employing interpreters and human sensors.
Staff Sergeant - Communication and Engagement (CE)
General Learning Outcomes (GLOs) NCO GLO – CE.2.1. Writes clear, succinct reports and documents for the squad. NCO GLO – CE.2.2. Uses knowledge of nonverbal communication cues to improve verbal communication strategies.
Maneuver Learning Outcomes (MLOs) CE.2.1. Articulates the mission statement by providing: purpose of the operation, concept of the operation, and the desired end state. CE.2.2. Provides direction by briefing a warning order (WARNORD), operations order (OPORD), fragmentary order (FRAGORD), and 5-point contingency plan.
Staff Sergeant – Adaptability and Initiative (AI)
General Learning Outcomes (GLOs) NCO GLO – AI.2.1. Develops alternate procedures when standard procedures will not work. NCO GLO – CP.2.3./AI.2.2. Creates a climate to foster creativity to accomplish the commander's intent.
Maneuver Learning Outcomes (MLOs) AI.2.1. Demonstrates the will to effect change at the tactical level. AI.2.2. Adjusts a tactical plan in response to unexpected conditions that jeopardize the mission. AI.2.3. Produces mission type orders that enable adaptation and initiative at the tactical level. AI.2.4./CP.2.3. Executes operational judgment in consideration of operational variables; PMESII-PT, METT-TC. AI.2.5. Achieves the required end state by critically employing maneuver doctrine and lessons learned to solve complex problems in ambiguous environments. AI. 2.6./CP.2.1. Cultivates critical and creative thinking among the leaders of an organization. AI.2.7. Develops a mission command environment to empower agile and adaptive leaders AI.2.8. Interprets tactical intent. CF.2.3./AI.2.9./LL.2.3. Trains subordinates to develop dynamic and effective solutions by applying adaptability as well as cognitive, emotional, and social skills while exposed to persistent danger in complex operating environments.
Staff Sergeant – Critical Thinking and Problem Solving (CP)
General Learning Outcomes (GLOs) NCO GLO – CP.2.1. Identifies and solves problems related to squad missions. NCO GLO – CP.2.2. Applies the critical thinking process to identify missing/inaccurate information, second and third order affects of problem solutions. NCO GLO – CP.2.3./AI.2.2. Creates a climate to foster creativity to accomplish the commander's intent.

Table 2-3. Staff Sergeant – 21st Century Soldier Accountabilities (continued)

Staff Sergeant – Critical Thinking and Problem Solving (CP) (continued)
Maneuver Learning Outcomes (MLOs) AI.2.4./CP.2.1. Executes operational judgment in consideration of operational variables; political, military, economic, social, infrastructure, information, physical environment, and time (PMESII-PT), and mission, enemy, terrain and weather, troops and support available, time available, and civil considerations (METT-TC). AI. 2.6./CP.2.2. Cultivates critical and creative thinking among the leaders of an organization.
Staff Sergeant – Lifelong Learning (LL)
General Learning Outcomes (GLOs) NCO GLO – LL.2.1. Assesses self, individual, and squad learning needs. NCO GLO – LL.2.2. Applies principles of training to squad/platoon level training. NCO GLO – LL.2.3. Trains, coaches, and counsels subordinates and peers. NCO GLO – LL.2.4. Certifies technical and tactical training against performance standards. NCO GLO – LL.2.5. Teaches self-learning strategies. NCO GLO – LL.2.6. Promotes mastery of common Soldier and MOS skills.
Maneuver Learning Outcomes (MLOs) LL.2.1. Advises superiors on all specialized training by drawing upon extensive knowledge of all forms of gunnery, marksmanship, direct, and indirect fire engagement. LL.2.2. Explains tactical and operational insights from broadening assignments, experiences, education in different organizational cultures and environments. CF.2.3./AI.2.9./LL.2.3. Trains subordinates to develop dynamic and effective solutions by applying adaptability as well as cognitive, emotional, and social skills while exposed to persistent danger in complex operating environments.
Staff Sergeant – Comprehensive Fitness (CF)
General Learning Outcomes (GLOs) NCO GLO – CF.2.1. Supervises a comprehensive fitness program for the squad. NCO GLO – CF.2.2. Implements measures to reduce operational and combat stress. NCO GLO – CF.2.3. Recognizes changes, risks in Soldier behavior and takes action to improve comprehensive fitness and mitigate risks. NCO GLO – CF.2.4. Advises Soldiers/families on resources available to improve fitness.
Maneuver Learning Outcomes (MLOs) CF.2.1. Describes the comprehensive Soldier fitness (CSF) program and define the concept of resilience by outlining the “Four Pillars” of CSF and the institutional resilience training program. CF.2.2./AI.2.9./LL.2.3. Trains subordinates to develop dynamic and effective solutions by applying adaptability as well as cognitive, emotional, and social skills while exposed to persistent danger in complex operating environments.

SFC 21ST CENTURY SOLDIER GLOS AND MLOS

Table 2-4. Sergeant First Class – 21st Century Soldier Accountabilities

Sergeant First Class – Character and Accountability (CA)	
General Learning Outcomes (GLOs)	
NCO GLO – CA.3.1.	Serves as a role model (competence, moral character, commitment) for subordinates to look up to and upholds standards on and off duty.
NCO GLO – CA.3.2.	Creates a positive climate in the platoon that supports Army values, ethics, and esprit de corps.
NCO GLO – CA.3.3.	Develops subordinates as role models (competence, moral character, commitment) and stewards of the profession.
NCO GLO – CA.3.4.	Builds trust in the platoon and with external stakeholders.
Maneuver Learning Outcomes (MLOs)	
CA.3.1.	Advises the platoon leader.
Sergeant First Class – Professional Competence (PC)	
General Learning Outcomes (GLOs)	
NCO GLO – PC.3.1.	Performs Skill Level 1 - 4 Common and MOS tasks without supervision, as well as Skill Level 5 tasks with limited supervision.
NCO GLO – PC.3.2.	Writes five paragraph operations order, warning order, and fragmentary order.
NCO GLO – PC.3.3.	Uses troop leading procedures at platoon/company level and understands the military decision-making process.
NCO GLO – PC.3.4.	Plans, rehearses and leads platoons to execute missions following the tenets of mission command.
NCO GLO – PC.3.5.	Demonstrates broad knowledge of the MOSs within the CMF, able to supervise all MOSs, and civilians performing in the CMF at platoon and below.
NCO GLO – PC.3.6.	Integrates JIIM considerations and partners into planning and executing platoon-level missions.
NCO GLO – PC.3.7.	Advises Platoon Leader on all matters related to platoon operations.

Table 2-4. Sergeant First Class – 21st Century Soldier Accountabilities (continued)

<p>Maneuver Learning Outcomes (MLOs)</p> <p>PC.3.1. Assesses a unit performance of preventive maintenance checks and services program for Mission Table of Organization and Equipment (MTOE)/Table of Distribution and Allowances (TDA) equipment.</p> <p>PC.3.2. Conducts a marksmanship/gunnery live fire range as a range officer-in-charge (OIC).</p> <p>PC.3.3. Applies targeting methodology during counter-insurgency operations; understands the importance of the Information Operations during counter-insurgency operations.</p> <p>PC.3.4. Integrates training resources into collective training events at platoon level and below to provide combined arms training at the earliest stage.</p> <p>PC.3.5. Trains platoon by applying online unit training management enablers (for example, ATN, DTMS, CATS, Maneuver CO, BN and BCT UTLs, HQ DA Standardized BCT METLs).</p> <p>PC.3.6. Administers and manages individual personnel actions.</p> <p>PC.3.7. Navigates – mounted and dismounted – using dead reckoning and terrain association while considering the associated factors of travel time and distance, maneuver room needed, trafficability and load bearing capacity of the soil (especially when mounted), the ability to surprise and interdict the enemy along a route, the energy expenditure of Soldiers, and the condition they will be in at the end of the movement.</p> <p>PC.3.8. Demonstrates knowledge of staff organizations, and understands the application of MDMP and other processes using mission command systems in a JIIM environment.</p>
Sergeant First Class – Teamwork and Collaboration (TC)
<p>General Learning Outcomes (GLOs)</p> <p>NCO GLO – TC.3.1./CJ.3.2. Negotiates, builds consensus, and resolves conflicts at the platoon level within the unit, and with other organizations (such as JIIM).</p>
<p>Maneuver Learning Outcomes (MLOs)</p> <p>TC.3.1. Establishes high performing elements by applying leadership strategies throughout the developmental stages of team-building.</p> <p>TC.3.2. Demonstrates effective reception and orientation of new members.</p> <p>TC.3.3./CJ.3.1. Integrates JIIM partners by establishing relationships, accounting for capabilities and limitations of available assets, and integrating them into operations.</p>
Sergeant First Class – Culture and JIIM (CJ)
<p>General Learning Outcomes (GLOs)</p> <p>NCO GLO – CJ.3.1. Integrates the fundamentals of culture and their effects on military operations into planning and executing missions.</p> <p>NCO GLO – TC.3.1./CJ.3.2. Negotiates, builds consensus, and resolves conflicts at the platoon level within the unit, and with other organizations (such as, JIIM).</p>
<p>Maneuver Learning Outcomes (MLOs)</p> <p>TC.3.3./CJ.3.1. Integrates JIIM partners by establishing relationships, accounting for capabilities and limitations of available assets, and integrating them into operations.</p> <p>CJ.3.2. Discusses joint force capabilities and limitations, interagency capabilities, and multinational and legal considerations in contemporary operations.</p>
Sergeant First Class – Communication and Engagement (CE)
<p>General Learning Outcomes (GLOs)</p> <p>NCO GLO – CE.3.1. Writes clear, succinct, reports and documents for the platoon or staff.</p> <p>NCO GLO – CE.3.2. Demonstrates effective verbal communication skills in small group presentations.</p>
<p>Maneuver Learning Outcomes (MLOs)</p> <p>NONE</p>

Table 2-4. Sergeant First Class – 21st Century Soldier Accountabilities (continued)

Sergeant First Class – Adaptability and Initiative (AI)	
General Learning Outcomes (GLOs)	
NCO GLO – AI.3.1. Evaluates the appropriateness of alternate procedures and courses of action.	
NCO GLO – CP.3.4./AI.3.2. Creates a climate to foster collaborative problem solving, creativity to accomplish the commander's intent.	
Maneuver Learning Outcomes (MLOs)	
NONE	
Sergeant First Class – Critical Thinking and Problem Solving (CP)	
General Learning Outcomes (GLOs)	
NCO GLO – CP.3.1. Identifies and solves problems related to platoon missions using troop leading procedures.	
NCO GLO – CP.3.2. Applies critical thinking to evaluate underlying assumptions and evidence supporting problem narratives and solutions.	
NCO GLO – CP.3.3. Develops multiple potential courses of action to solve problems.	
NCO GLO – CP.3.4./AI.3.2. Creates a climate to foster collaborative problem solving, creativity to accomplish the commander's intent.	
Maneuver Learning Outcomes (MLOs)	
NONE	
Sergeant First Class – Lifelong Learning (LL)	
General Learning Outcomes (GLOs)	
NCO GLO – LL.3.1. Assesses self, individual, and platoon learning needs.	
NCO GLO – LL.3.2. Applies principles of training and training management to platoon/company level training.	
NCO GLO – LL.3.3. Trains, coaches, counsels, mentors, subordinates, peers and seniors (as appropriate).	
NCO GLO – LL.3.4. Advises platoon leaders and other seniors regarding training and human development.	
NCO GLO – LL.3.5. Develops training, coaching, counseling skills in junior leaders.	
NCO GLO – LL.3.6. Develops and manages training plans for the platoon.	
Maneuver Learning Outcomes (MLOs)	
LL.3.1. Advises the commander in the employment of relevant digital and virtual training systems.	
LL.3.2. Employs all digital and virtual training systems.	
Sergeant First Class – Comprehensive Fitness (CF)	
General Learning Outcomes (GLOs)	
NCO GLO – CF.3.1. Supervises a comprehensive fitness program for the platoon.	
NCO GLO – CF.3.2. Establishes a climate that facilitates development of comprehensive fitness.	
NCO GLO – CF.3.3. Recognizes changes, risks in Soldier behavior, and takes action to improve comprehensive fitness and mitigate risks.	
NCO GLO – CF.3.4. Advises subordinate leaders on resources available to improve fitness.	
Maneuver Learning Outcomes (MLOs)	
CF.3.1. Executes training in the identification, treatment, and recovery from post traumatic events.	

LT MANEUVER 21ST CENTURY SOLDIER GLOS AND MLOS

Table 2-5. Lieutenant – 21st Century Soldier Accountabilities

Lieutenant – Character and Accountability (CA)
<p>General Learning Outcomes (GLOs)</p> <p>GLO – CA.4.1. Describe how the U.S. Army meets the four requirements of a profession, the dual character of the U.S. Army, and its history as a profession.</p> <p>GLO – CA.4.2. Embody the Army’s ethic to build internal trust and to sustain effective and ethical mission command.</p> <p>GLO – CA.4.3. Develop self and subordinates in professional identity, competence, character, and commitment.</p> <p>GLO – CA.4.4. Develop, promote, and set the example for Honorable Service.</p> <p>GLO – CA.4.5. Cultivate Esprit de Corps at team level through sharing the adversity and physical hardship that comes with being an Army professional.</p> <p>GLO – CA.4.6. Describe the relationships between the Army, U.S. citizens, and elected and appointed officials and Steward the Army Profession and the Army’s resources in all activities.</p> <p>GLO – CA.4.7. Affect change at the three levels of team culture to maintain alignment of professional identity, community, and hierarchy.</p>
<p>Maneuver Learning Outcomes (MLOs)</p> <p>CA.4.1. Leads a maneuver platoon from the front, by example, in close combat and by projecting confidence, displaying composure, maintaining high standards, demonstrating discipline, sharing hardships, stressing field craft and physical hardening.</p> <p>CA.4.2. Applies sound judgment to resolve ethical dilemmas and seeks counsel as necessary.</p> <p>CA.4.3. Serves as a role model (competence, moral character, commitment) for subordinates to look up to and upholds standards on and off duty.</p> <p>CA.4.4. Exercises effective and ethical mission command through the application of the mission command philosophy together with the mission command warfighting function of a platoon.</p> <p>CA.4.5. Demonstrates the highest Élan and Esprit de Corps; fully embraces the traditions and history of the Infantry, Armor, Cavalry, and their Regiment as espoused by “Follow me!” and “Forge the Thunderbolt.”</p> <p>CA.4.6./PC.4.24. Accounts for and orders equipment and supplies by employing the Command Supply Discipline Program and logistics resources.</p> <p>CA.4.7./PC.4.25. Maintains unit readiness by employing unit maintenance resources.</p>

Table 2-5. Lieutenant – 21st Century Soldier Accountabilities (continued)

Lieutenant – Professional Competence (PC)
<p>General Learning Outcomes (GLOs)</p> <p>GLO – PC.4.1. Demonstrate technical skills proficiency for individual branch integration as a member of the combined arms team. As a leader, apply Army training and management systems and sustainment functions.</p> <p>GLO – PC.4.2. Make appropriate decisions based on doctrine, assessment, critical thinking, and judgment to provide solutions to tactical problems. Function as a leader in training and employing warrior tasks and battle drills and branch defined technical and tactical skills. Adapt troop leading procedures (TLPs) and problem-solving skills to mission support requirements. Execute missions through decisive action tasks in support of unified land operations (ULO) enabled by mission command systems.</p> <p>GLO – PC.4.2.a. Apply risk management.</p> <p>GLO – PC.4.2.b. Understand how tactical actions affect the operational environment.</p> <p>GLO – PC.4.2.c. Understand the impact of culture and history on the operational environment and military operations.</p>
<p>Maneuver Learning Outcomes</p> <p>PC.4.1. Conducts TLPs in planning, preparing, executing, and assessing individual, crew, squad, section, and platoon training.</p> <p>PC.4.1.a. Plans future training that provides task-based, event driven strategies for application in the development of platoon training plans; aptly demonstrates how platoon tasks support the company and battalion in the execution of unit training plans.</p> <p>PC.4.1.b. Coordinates upcoming training by requesting and confirming resources needed to support required training, and conducting pre-execution checks and detailed coordination.</p> <p>PC.4.1.c. Conducts training with efficient application of resources; application of an integrated training environment; integration of enablers and attachments, tough and challenging exercises that builds platoon proficiency, teamwork, confidence, and cohesion, and complete recovery from training (accountability and maintenance) as an integral extension of training.</p> <p>PC.4.1.d. Assesses training through personal observations, AARs, Soldier and leader feedback, and evaluates training through training and evaluations outlines (TE&Os).</p> <p>PC.4.1.e. Assesses mission readiness through pre-execution checks, precombat checks, precombat inspections, inspections, and rehearsals.</p> <p>PC.4.2. Trains a platoon by applying online unit training management enablers (for example, ATN, DTMS, CATS, Maneuver CO, BN and brigade combat team UTLs, HQ DA standardized BCT METLs).</p> <p>PC.4.3. Employs an integrated training environment (live, virtual, constructive and gaming) to achieve and sustain platoon proficiency on individual, collective, and leader tasks.</p> <p>PC.4.4./TC.4.2. Integrates combat multipliers and attachments into collective training events and exercises at section and platoon levels to provide combined arms training at the earliest stage. [Associated with Teamwork and Collaboration]</p> <p>PC.4.5./CE.4.1. Conducts platoon training meetings.</p> <p>PC.4.6. Conducts a marksmanship/gunnery live fire range as a range OIC and RSO.</p> <p>PC.4.7. Employs effective and accurate fire to suppress and destroy the enemy in close combat by accounting for the technical characteristics, capabilities, limitations, maintenance, and operation of all organic team and crew weapon systems, sights, and ammunition.</p>

Table 2-5. Lieutenant – 21st Century Soldier Accountabilities (continued)

PC.4.8. Executes the direct fire engagement process (target engagement, fire commands, methods and techniques of engagement), movement and direction of fires, fire discipline, and the application of fire (concentration and distribution of fires) for squad and platoon weapon systems to apply effective, controlled, speedy, and accurate fires to suppress and destroy the enemy in close combat.
PC.4.9. Employs combat power through proportionality, Soldier's rules as the essence of the Law of War, and rules of engagement.
PC.4.10. Plans individual, team, and crew weapons training through the employment of Simulations as a GTLF to qualify subordinates in marksmanship and gunnery training programs.
PC.4.11. Integrates indirect and direct fires, attack aviation, and close air support into a tactical plan to destroy the intended target (lethal fires), or to impair, disrupt, or delay the performance of enemy operational forces (non-lethal fires).
PC.4.12. Plans direct, indirect preparatory and supporting fires for the platoon during offensive, defensive, and stability operations; effectively develops the concept of fires concurrently with the maneuver plan; integrates fires into the platoon concept of operation and the concept of operation of the higher headquarters.
PC.4.13. Demonstrates knowledge of the principles, tactics, techniques, and procedures associated with the offense, defense, and stability operations; the maneuver platoon's role when operating within company and battalion operations, and when operating independently; the complementary and reinforcing effects of other maneuver elements and supporting elements with their own capabilities; and the impact of terrain on their operations.
PC.4.14. Demonstrates an awareness of air-ground operations and role of the maneuver platoon in effective integration between air and ground forces; conducts air-ground coordination.
PC.4.15. Identifies and reports information that contributes to a clearer understanding of enemy personnel, equipment, infrastructure, tactics/techniques/procedures, support mechanisms or other actions.
PC.4.16. Applies maneuver and flexible tactics, characterized by effective fire combined with skillful movement to gain and maintain an advantage over the enemy when in close combat.
PC.4.17. Executes battle drills and crew drills, which results in quick decisions and swift maneuvers to create a tempo to overwhelm the enemy.
PC.4.18. Plans movement by land navigation while considering intelligence preparation of the battlefield (IPB), associated factors of travel time, terrain, and distance, maneuver room needed, trafficability, and load bearing capacity of the soil (especially when mounted), energy expenditure of Soldiers, and condition they will be in at the end of the movement to accomplish a mission.
PC.4.19. Analyzes information on enemy and civilian populations through dismounted and mounted reconnaissance to develop the situation.
PC.4.20. Analyzes relevant information to determine the relationships among the operational and mission variables to facilitate decision making.
PC.4.21. Leverages human resources to achieve appropriate alignment of talent and skills within the organization to achieve the mission.
PC.4.22. Executes offensive actions to target, interdict, and eliminate key enemy personnel, infrastructure, logistics capabilities, and enemy combat operations involving IEDs.
PC.4.23. Demonstrates knowledge of the organization, staff functions, capabilities, and tactical employment of all modular brigade combat teams (BCTs)
PC.4.24./CA.4.6. Accounts for and orders equipment and supplies by employing the Command Supply Discipline Program and logistics resources.
PC.4.25./CA.4.7. Maintains unit readiness by employing unit maintenance resources

Table 2-5. Lieutenant – 21st Century Soldier Accountabilities (continued)

<p>PC.4.26. Plans operations to protect personnel, equipment, facilities, and infrastructure from the effects of IEDs.</p> <p>PC.4.27./CJ.4.1. Applies regional expertise and cross cultural competence in conducting conduct security forces assistance and combat advisory across the range of military operations.</p> <p>PC.4.28. Employs mission command and communication systems by maintaining situational awareness, coordinating with friendly units, employing fires, submitting reports, and analyzing the operational environment systems.</p> <p>PC.4.29. Administers and manages individual personnel actions.</p> <p>PC.4.30. Coordinates common enabling and security operations at the tactical level.</p> <p>PC.4.31. Develops an operationally nested, clear, and concise leader's intent that facilitates disciplined initiative.</p> <p>PC.4.32. Employs sensors and assets to satisfy the commander's critical information requirements (CCIR).</p> <p>PC.4.33./TC.4.3. Collaborates with subordinates to plan, prepare, execute, and assess operations.</p> <p>PC.4.34./AI.4.13. Applies maneuver doctrine to achieve decisive action.</p> <p>PC.4.35. Maneuvers mounted and dismounted maneuver elements through all phases of combat and non-combat operations.</p> <p>PC.4.36. Applies mission planning tools.</p> <p>PC.4.37. Applies targeting methodology during counter-insurgency operations; understands the importance of the Information Operations during counter-insurgency operations.</p> <p>PC.4.38. Applies the troop leading procedures.</p> <p>PC.4.39. Reduces tactical/operational vulnerabilities to cyber threats, as appropriate.</p>
Lieutenant – Teamwork and Collaboration (TC)
<p>General Learning Outcomes (GLOs)</p> <p>GLO – TC.4.1. Ensure effective reception and orientation of new members.</p> <p>GLO – TC.4.2./CE.4.3. Communicate expectations.</p> <p>GLO – TC.4.3. Establish clear lines of authority.</p> <p>GLO – TC.4.4. Listen to and display genuine concern for team members.</p> <p>GLO – TC.4.5. Reward positive contributions.</p> <p>GLO – TC.4.6. Lead by example in character, presence, and intellectual attributes.</p> <p>GLO – TC.4.7. Develop self-awareness.</p> <p>GLO – TC.4.8. Seek advice of team members.</p> <p>GLO – TC.4.9. Blend humility and confidence to inspire trust.</p>

Table 2-5. Lieutenant – 21st Century Soldier Accountabilities (continued)

<p>Maneuver Learning Outcomes (MLOs)</p> <p>TC.4.1. Develops teams through the stages of team-building (assessing, counseling, coaching, mentoring, and facilitating).</p> <p>PC.4.4./TC.4.2. Integrates combat multipliers and attachments into collective training events and exercises at section and platoon levels to provide combined arms training at the earliest stage.</p> <p>PC.4.33./TC.4.3. Collaborates with subordinates to plan, prepare, execute, and assess operations.</p>
<p>Lieutenant – Culture and JIIM (CJ)</p>
<p>General Learning Outcomes (GLOs)</p> <p>GLO – CJ.4.1. Discuss joint force capabilities and limitations, interagency capabilities, and multinational and legal considerations in contemporary operations. (Intellect)</p> <p>GLO – CJ.4.2. Explain the relevance of culture within a JIIM environment. (Character)</p> <p>GLO – CJ.4.3. Internalize cultural self-awareness.</p> <p>GLO – CJ.4.4. Identify fundamental cultural concepts within a cross-cultural competency framework. (Character)</p> <p>GLO – CJ.4.5. Demonstrate fundamental cross-cultural communication skills. (Presence)</p>
<p>Maneuver Learning Outcomes (MLOs)</p> <p>PC.4.27./CJ.4.1. Applies regional expertise and cross-cultural competence in conducting conduct security forces assistance and combat advisory across the range of military operations.</p> <p>CJ.4.2. Evaluates political, cultural, social, economic, religious, and ideological factors associated with cross-cultural competence and regional expertise.</p> <p>CJ.4.3. Integrates JIIM partners by establishing relationships, accounting for capabilities and limitations of available assets, and integrating them into platoon operations.</p> <p>CJ.4.4. Considers cultural and regional factors when planning and executing missions at the tactical level.</p> <p>CJ.4.5. Performs leader engagements by effectively employing interpreters.</p> <p>CJ.4.6. Applies appropriate customs and procedures when conducting cross-cultural meetings for the purpose of establishing rapport.</p> <p>CJ 4.7. Values customs, greetings, and cultural norms within a society.</p> <p>CJ.4.8. Demonstrates an awareness of ethnocentricity and American cultural bias.</p> <p>CJ.4.9. Applies bargaining and mediation techniques.</p> <p>CJ.4.10./AI.4.6. Gains and maintains tactical initiative by applying situational awareness, interpreting human terrain, and evaluating threat disposition.</p>

Table 2-5. Lieutenant – 21st Century Soldier Accountabilities (continued)

Lieutenant - Communication and Engagement (CE)
<p>General Learning Outcomes (GLOs)</p> <p>GLO – CE.4.1. Build and lead teams; demonstrate character and competence; and speak and write clearly, concisely, and persuasively. Demonstrate the ability to adapt message to context.</p> <p>GLO – CE.4.1.a. Execute, inform and influence activities.</p> <p>GLO – CE.4.1.b. Implement strategic communication.</p> <p>GLO – CE.4.2. Leverage information and technology, to include using human aspects, culture, and history to acquire and manage knowledge to facilitate decision making.</p> <p>GLO – TC.4.2./CE.4.3. Communicate expectations.</p>
<p>Maneuver Learning Outcomes (MLOs)</p> <p>PC.4.5./CE.4.1. Conducts platoon training meetings.</p> <p>CE.4.2. Communicates the platoon leader's intent as a clear and concise expression of the purpose of the operation, and clearly describes the actions the platoon must take achieve the desired at end state.</p> <p>CE.4.3. Provides direction by briefing a WARNORD, OPORD, FRAGORD, and 5-point contingency plan.</p> <p>CE.4.4. Writes and speaks in a clear and concise manner.</p> <p>CE.4.5. At the tactical level, resolves issues, reaches decisions, and influence actions to facilitate buy-in of professionally and culturally diverse groups.</p>
Lieutenant - Adaptability and Initiative (AI)
<p>General Learning Outcomes (GLOs)</p> <p>GLO – AI.4.1. Create a climate of readiness to adapt.</p> <p>GLO – AI.4.2. Demonstrate the will to effect change at the tactical level.</p> <p>GLO – AI.4.3. Adjust a tactical plan in response to unexpected conditions that jeopardize the mission.</p> <p>GLO – AI.4.4. Lead others in responding appropriately in complex or ambiguous environments by using appropriate influence techniques when adjustments to the plan occur.</p> <p>GLO – AI.4.5. Act autonomously within the parameters of the commander's intent and guidance.</p> <p>GLO – AI.4.6. Interpret tactical intent.</p> <p>GLO – AI.4.7. Establish a climate that encourages subordinate initiative.</p> <p>GLO – AI.4.8. Demonstrate situational awareness.</p>
<p>Maneuver Learning Outcomes (MLOs)</p> <p>AI 4.1. Values collaboration and dialogue among individuals with differing perspectives.</p> <p>AI 4.2. Creates a climate to foster collaborative problem solving, creativity to accomplish the commander's intent.</p> <p>AI.4.3. Depicts tactical situations as systems composed of actors and dynamics.</p> <p>AI.4.4. Produces mission type orders that enable adaptation and initiative at the tactical level.</p> <p>AI.4.5. Demonstrates tolerance of and comfort with uncertainty and ambiguity.</p> <p>CJ.4.10./AI.4.6. Gains and maintains tactical initiative by applying situational awareness, interpreting human terrain, and evaluating threat disposition.</p> <p>AI.4.7./CP.4.4. Applies analysis and judgment to relevant information to determine the relationships among the operational variables – political, military, economic, and social, infrastructure, information, physical environment, and time (PMESII-PT) – and mission variables – enemy, terrain and weather, troops and support available, time available, and civil considerations (METT-TC) – to facilitate tactical decision-making based on this knowledge.</p> <p>AI.4.8. Develops a mission command environment to empower agile and adaptive leaders.</p> <p>AI.4.9./CP.4.5. Develops the cognitive skills necessary to think critically and creatively in a volatile, uncertain, complex, and ambiguous environment.</p>

AI.4.10./CP.4.6. Develops moral solutions to lead a platoon against adaptive enemies in complex environments by applying ethical reasoning.

AI.4.11./CP.4.7. Cultivates critical and creative thinking among the leaders of an organization. (Bloom's level 6)

AI.4.12./CP.4.8. Employs critical and creative thinking in a volatile, uncertain, complex, and ambiguous environment.

AI.4.13./PC.4.34. Applies maneuver doctrine to achieve decisive action.

AI.4.14./CP.4.9./CF.4.6. Develops dynamic and effective solutions by applying adaptability as well as cognitive, emotional, and social skills while exposed to persistent danger in complex operating environments.

AI.4.15./CF.4.7. Trains subordinates to develop dynamic and effective solutions by applying adaptability as well as cognitive, emotional, and social skills while exposed to persistent danger in complex operating environments.

Lieutenant - Critical Thinking and Problem Solving (CP)

General Learning Outcomes (GLOs)

GLO – CP.4.1. Use tools to enhance critical and creative thinking.

GLO – CP.4.2. Demonstrate critical thinking.

GLO – CP.4.3. Employ troop leading procedures.

GLO – CP.4.4. Explain the steps of military decision-making process (MDMP).

Maneuver Learning Outcomes (MLOs)

CP.4.1. Develops multiple potential courses of action to solve problems.

CP.4.2. Evaluates the appropriateness of alternate procedures and courses of action.

CP.4.3. Evaluates information through the CCIRs.

CP.4.4./AI.4.7. Applies analysis and judgment to relevant information to determine the relationships among the operational variables – political, military, economic, social, infrastructure, information, physical environment, and time (PMESII-PT) – and mission variables – enemy, terrain and weather, troops and support available, time available, and civil considerations (METT-TC) – to facilitate tactical decision-making based on this knowledge.

CP.4.5./AI.4.9. Develops the cognitive skills necessary to think critically and creatively in a volatile, uncertain, complex, and ambiguous environment.

CP.4.6./AI.4.10. Develops moral solutions to lead a platoon against adaptive enemies in complex environments by applying ethical reasoning.

CP.4.7./AI.4.11. Cultivates critical and creative thinking among the leaders of an organization.

CP.4.8./AI.4.12. Employs critical and creative thinking in a volatile, uncertain, complex, and ambiguous environment.

CP.4.9./AI.4.14./CF.4.6. Develops dynamic and effective solutions by applying adaptability as well as cognitive, emotional, and social skills while exposed to persistent danger in complex operating environments.

Table 2-5. Lieutenant – 21st Century Soldier Accountabilities (continued)

Lieutenant – Lifelong Learning (LL)
<p>General Learning Outcomes (GLOs)</p> <p>GLO – LL.4.1. Recognize Army requirements for lifelong learning.</p> <p>GLO – LL.4.2. Conduct self-assessment and develop a short-term plan for personal goals.</p> <p>GLO – LL.4.3. Access and evaluate the quality and usefulness of information to meet current needs using a variety of digital resources.</p> <p>GLO – LL.4.4. Apply existing learning skills and investigate new learning skills.</p> <p>GLO – LL.4.5. Demonstrate valuing lifelong learning by seeking advice.</p> <p>GLO – LL.4.6. Occasionally conduct a self-assessment; develop and revise a near-term plan.</p> <p>GLO – LL.4.7. Learn and apply new learning skills.</p> <p>GLO – LL.4.8. Communicate self-assessment requirements to superiors and subordinates. Identify contributions to organization.</p>
<p>Maneuver Learning Outcomes (MLOs)</p> <p>LL.4.1. Assesses self, individual, and platoon learning needs.</p> <p>LL.4.2. Applies principles of training and training management to platoon level training.</p> <p>LL.4.3. Coaches and develops subordinates in lifelong learning skills, to include the development and maintenance of individual development plans (IDPs).</p> <p>LL.4.4. Develops and manages training plans for the platoon.</p> <p>LL.4.5. Demonstrates knowledge of the officer career path.</p> <p>LL.4.6. Promotes mastery of common Soldier and MOS skills.</p> <p>LL.4.7. Develops training, coaching, counseling, mentoring, facilitating, skills in junior leaders.</p> <p>LL.4.8. Participates in developmental opportunities through the self-development domain to expand capabilities.</p> <p>LL.4.9. Conducts ongoing professional development by reading maneuver doctrine, lessons learned, professional journals, online resources, and civilian education to increase competency through the application of knowledge within the operational and institutional domain.</p> <p>LL.4.10. Coordinates the application of context-based, collaborative, and problem-based instruction, simulations, blended learning opportunities, and distributed learning resources) to train and educate platoons.</p>

Table 2-5. Lieutenant – 21st Century Soldier Accountabilities (continued)

Lieutenant – Comprehensive Fitness (CF)
<p>General Learning Outcomes (GLOs)</p> <p>GLO – CF.4.1. Apply resiliency skills and recognize core competencies that enable mental toughness, optimal performance, strong leadership, and goal achievement.</p> <p>GLO – CF.4.2. Describe the Comprehensive Soldier Fitness (CSF) program and define the concept of resilience by outlining the “Four Pillars” of CSF and the institutional resilience training program.</p>
<p>Maneuver Learning Outcomes (MLOs)</p> <p>CF.4.1. Implements personal health habits to increase health and fitness.</p> <p>CF.4.2. Develops and supervises a comprehensive fitness program that reduces the likelihood of injury and maintains a resilient, mentally fit, and physically agile organization.</p> <p>CF.4.3. Recognizes changes and risks in Soldier behavior, and takes action to improve comprehensive fitness and mitigate risks.</p> <p>CF.4.4. Demonstrates resilience and optimal performance while executing missions under high operational tempo and in regions of persistent conflict.</p> <p>CF.4.5. Exhibits physical readiness and mental prowess in extreme environments for extended periods across the range of military operations.</p> <p>CP.4.9./AI.4.14./CF.4.6. Develops dynamic and effective solutions by applying adaptability as well as cognitive, emotional, and social skills while exposed to persistent danger in complex operating environments.</p> <p>AI.4.15./CF.4.7. Trains subordinates to develop dynamic and effective solutions by applying adaptability as well as cognitive, emotional, and social skills while exposed to persistent danger in complex operating environments.</p>

CPT MANEUVER 21ST CENTURY SOLDIER COMPETENCIES, GLOS AND MLOS

Table 2-6. Captain – 21st Century Soldier Accountabilities

Captain – Character and Accountability (CA)
General Learning Outcomes (GLOs) GLO-CA.5.1. Operates professional development programs on Army profession, Army ethic, and character development at small unit level. GLO-CA.5.2. Embodies the Army's Ethic and explains the framework and the importance of trust in leadership. GLO-CA.5.3. Develops self and subordinates in professional identity, competence, character, and commitment. GLO-CA.5.4. Develops, promotes, and sets the example for Honorable Service. GLO-CA.5.5. Cultivates Esprit de Corps at small unit level grounded in shared experiences and mutual respect. GLO-CA.5.6. Describes the established norms for civil-military interactions; Steward the Army Profession and the Army's resources in all activities. GLO-CA.5.7. Affects change at the three levels of unit culture to maintain alignment of professional identity, community, and hierarchy.
Maneuver Learning Outcomes (MLOs) CA.5.1. Leads a maneuver company by example, in close combat, projecting confidence and displaying composure, maintaining high standards and discipline, sharing hardships, and stressing field craft and physical hardening.

Table 2-6. Captain – 21st Century Soldier Accountabilities (continued)

Captain – Professional Competence (PC)
<p>General Learning Outcomes (GLOs)</p> <p>GLO – PC.5.1. Using mission command, plan, prepare, execute, and assess simultaneous operations at the tactical level.</p> <p>GLO – PC.5.1.a. Understand staff organizations, and apply MDMP and other processes using mission command systems in a JIIM environment.</p> <p>GLO – PC.5.1.b. Understand partner (for example, Department of State and partner nations) organizational missions and methodologies to set conditions for successful unit of action (UA).</p> <p>GLO – PC.5.1.c. Understand the impact of culture and history on the OE and military operations.</p> <p>GLO – PC.5.2. Apply the principles of training and manage training according to Army doctrine.</p> <p>GLO – PC.5.3. Apply analytical and intuitive judgment within an ambiguous and time-constrained operational environment while understanding the implications on the operational environment.</p> <p>GLO – PC.5.4. Develop and apply risk management.</p> <p>GLO – PC.5.5. Identify and reduce tactical/operational vulnerabilities to cyber threats, as appropriate.</p>
<p>Maneuver Learning Outcomes (MLOs)</p> <p>PC.5.1. Demonstrates knowledge of the principles of seizing, retaining, and exploiting the initiative at the tactical level within unified land operations.</p> <p>PC.5.2. Demonstrates knowledge of the core competencies and demonstrates the capacity to conduct simultaneous employment of combined arms maneuver and wide area security.</p> <p>PC.5.3. Demonstrates knowledge of the role and simultaneous employment of offensive, defensive, stability, and direct support of civil authority operations within decisive action.</p> <p>PC.5.4. Applies the operations process as an approach to understand, visualize, and describe the operational environment while directing, leading, and assessing during close combat.</p> <p>PC.5.5. Analyzes the mission (METT-TC) and operational variables (PMESII-PT) at the tactical level by employing the operations process.</p> <p>PC.5.6. Develops tactically sound mission orders that synchronize the massing of combat power at the decisive point.</p> <p>PC.5.7. Develops a nested, clear, and concise commander's intent that facilitates disciplined initiative.</p> <p>PC.5.8. Applies risk reduction strategies at the tactical level.</p> <p>PC.5.9. Applies the principles of unit training, training management, and leader development.</p> <p>PC.5.9. Applies the fundamentals of the Army's design methodology.</p> <p>PC.5.10. Develops battalion/brigade operations orders by employing the military decision-making process.</p> <p>PC.5.11. Develops a METL crosswalk and unit training plan (UTP) by applying the Army Training Network (ATN), Digital Training Management System (DTMS), and Combined Arms Training Strategies (CATS).</p> <p>PC.5.12. Plans specific enemy IED-focused operations by managing and coordinating intelligence to contribute to a clearer understanding of enemy personnel, equipment, infrastructure, tactics, techniques, procedures, support mechanisms, or other actions.</p> <p>PC.5.13. Coordinates activities to identify enemy personnel, explosives devices and their component parts, equipment, logistics operations, and infrastructure to provide accurate and timely information to military operations and planners in order to conduct an operation.</p> <p>PC.5.14. Employs combined arms counter improvised explosive device (CIED) capabilities to neutralize the enemy's use of the improvised explosive device (IED) and to retain freedom of action across the range of military operations.</p> <p>PC.5.15. Controls the operational tempo by seizing, retaining, and exploiting the initiative at the tactical level.</p> <p>PC.5.16. Establishes a command supply discipline program to ensure all property is accounted for and sub-hand receipted by conducting periodic inventories.</p> <p>PC.5.17. Administers UCMJ to maintain the highest standards of discipline and unit morale.</p>

Table 2-6. Captain – 21st Century Soldier Accountabilities (continued)

Captain - Teamwork and Collaboration (TC)
General Learning Outcomes (GLOs) GLO – TC.5.1. Design and implement effective reception and orientation. GLO – TC.5.2./CE.5.4. Communicate expectations. GLO – TC.5.3. Listen to and display genuine concern for team members. GLO – TC.5.4. Reward positive contributions. GLO – TC.5.5. Set the example by maintaining a positive attitude. GLO – TC.5.6. Trust team members and encourage them to. GLO – TC.5.7. Reinforce desired team norms. GLO – TC.5.8. Establish clear lines of authority. GLO – TC.5.9. Set individual and team goals. GLO – TC.5.10. Train and employ the team collectively. GLO – TC.5.11. Employ technological aids to collaboration. GLO – TC.5.12. Be comfortable with face-to-face collaboration. GLO – TC.5.13. Underwrite mistakes. Remove stigma associated with error or ignorance. GLO – TC.5.14. Recognize and capitalize on individual strengths. GLO – TC.5.15. Create collaborative environments. GLO – TC.5.16. Blend humility and confidence to inspire trust. GLO – TC.5.17. Empower and draw out all team members. GLO – TC.5.18. Build trust with subordinates, peers, superiors.
Maneuver Learning Outcomes (MLOs) NONE
Captain – Culture and JIIM (CJ)
General Learning Outcomes (GLOs) GLO – CJ.5.1. Implement knowledge of joint force capabilities and limitations, interagency capabilities, and multinational and legal considerations in a specific region or country. GLO – CJ.5.2. Apply cultural context considerations when interpreting environmental cues in planning and executing operations in a specific region or country. GLO – CJ.5.3. Demonstrate enhanced cross-cultural communication and conflict resolution skills in a specific region or country.
Maneuver Learning Outcomes (MLOs) NONE
Captain – Communication and Engagement (CE)
General Learning Outcomes (GLOs) GLO – CE.5.1. Build and lead teams; demonstrate character and competence; and speak and write clearly, concisely, and persuasively. GLO – CE.5.2. Demonstrate the ability to adapt message to context. GLO – CE.5.2.a. Execute inform and influence activities. GLO – CE.5.2b. Implement strategic communication. GLO – CE.5.2.c. Leverage information and technology, to include using human aspects, culture, and history to acquire and manage knowledge to facilitate decision making. GLO – CE.5.3. At the tactical level, resolve issues, reach decisions, and influence actions to the mutual satisfaction of professionally and culturally diverse groups. GLO – TC.5.2./CE.5.4. Communicate expectations.

Table 2-6. Captain – 21st Century Soldier Accountabilities (continued)

Maneuver Learning Outcomes (MLOs)
NONE
Captain – Adaptability and Initiative (AI)
General Learning Outcomes (GLOs) GLO – AI.5.1. Cultivate learning units. GLO – AI.5.2. Value collaboration and dialogue among individuals with differing perspectives. GLO – AI.5.3. Depict tactical situations as systems composed of actors and dynamics. GLO – AI.5.4. Produce mission type orders that enable adaptation and initiative at the tactical level. GLO – AI.5.5. Demonstrate tolerance of and comfort with uncertainty and ambiguity. GLO – AI.5.6. Interpret commander’s intent. GLO – AI.5.7. Convey commander’s intent. GLO – AI.5.8. Act autonomously consistent with a commander’s intent in response to an opportunity.
Maneuver Learning Outcomes (MLOs) CP.5.1./AI.5.1. Applies design methodology to identify and solve complex problems. AI.5.2. Develops a mission command environment at the company level. AI.5.3. Understands the role of mission command in balancing the art of command with the science of control as a means to empower agile and adaptive leaders.
Captain – Critical Thinking and Problem Solving (CP)
General Learning Outcomes (GLOs) GLO – CP.5.1. Explain how critical thinking relates to mission command. GLO – CP.5.2. Explain the components of cognition. GLO – CP.5.3. Explain nature and uses of intuition. GLO – CP.5.4. Explain sources of creativity and its relationship to innovation. GLO – CP.5.5. Think critically and creatively. GLO – CP.5.6. Avoid pitfalls in thinking. GLO – CP.5.7. Establish a unit climate that fosters development of leaders who think critically and creatively. GLO – CP.5.8. Explain the fundamentals of planning and Army design methodology. GLO – CP.5.9. Apply the military decision-making process to produce an operations order.
Maneuver Learning Outcomes (MLOs) CP.5.1./AI.5.1. Applies design methodology to Identify and Solve complex problems.

Table 2-6. Captain – 21st Century Soldier Accountabilities (continued)

Captain – Lifelong Learning (LL)
General Learning Outcomes (GLOs) GLO – LL.5.1. Regularly assess near and mid-term professional and personal learning needs and link planning to meet long-term goals. GLO – LL.5.2. Independently identify and access a variety of digital resources to leverage appropriate information, knowledge, and technologies to execute Army missions. GLO – LL.5.3. Use learning skills that fit the learning content and context. GLO – LL.5.4. Coach and develop subordinates in lifelong learning skills, to include the development and maintenance of individual development plans (IDPs).
Maneuver Learning Outcomes (MLOs) LL.5.1. Explains tactical, operational, and strategic insights from broadening assignments (experiences, education in different organizational cultures and environments) to contribute outside one’s own perspective level of understanding for the betterment of the officer and the maneuver force. LL.5.2. Assesses junior leader’s learning needs. LL.5.3. Applies principles of training and training management at company level. LL.5.4. Develops and manages training plans for the company.
Captain – Comprehensive Fitness (CF)
General Learning Outcomes (GLOs) GLO – CF.5.1. Identify leader principles and skills to mitigate the impact of operations on resilience and mental fitness within an organization. GLO – CF.5.2. Describe the realities of combat and operational deployments and the role leaders have in ensuring Soldiers are able to function within this environment. GLO – CF.5.3. Discuss the critical role leaders have in managing traumatic events and their support of Soldiers when these events occur within an organization.
Maneuver Learning Outcomes (MLOs) CF.5.1. Plans leader training in the identification, treatment, and recovery from post traumatic events. CF.5.2. Advises Soldiers/families on resources available to improve fitness. CF.5.3. Establishes a climate that facilitates development of comprehensive fitness. CF.5.4. Discusses the critical role leaders have in managing traumatic events and their support of Soldiers when these events occur within an organization.

Chapter 3

Ways - Leader Development Across the Three Domains

Section I – Overview

3-1. Leader development is a mutually shared responsibility across the institutional Army (education or training institution), the operational force (organization or unit), and the individual domains. As illustrated in Army leader development model, the three components of leader development occur in each of the three domains. Surrounding the model are peer and developmental relationships that effectively deepen development. These relationships are critical to growth and involve sharing, counseling, coaching, mentoring, and role modeling.

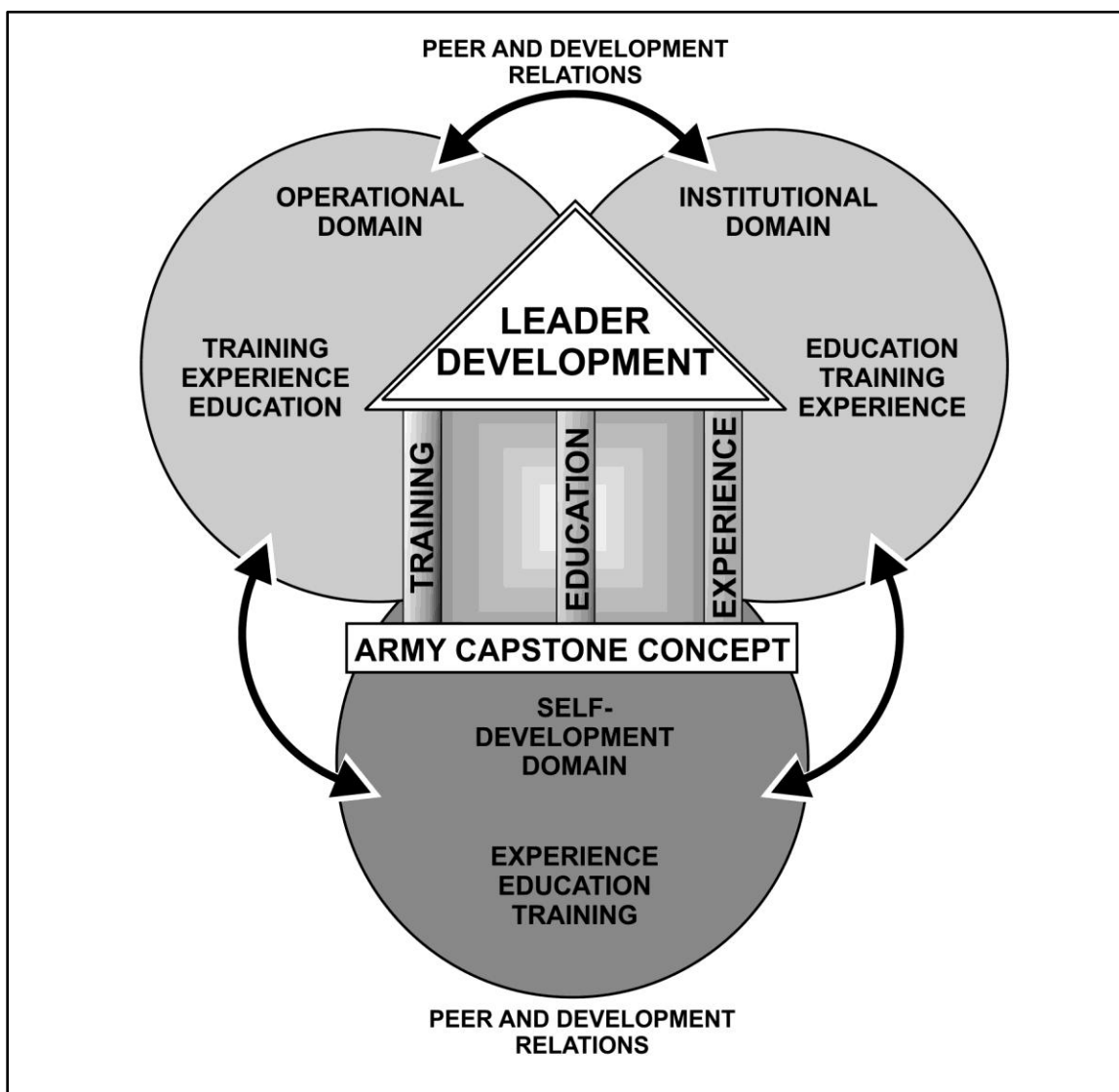


Figure 3-1. Army Leader Development Model

3-2. Balancing the components of leader development—training, education, and experience—is necessary for developing maneuver leaders who are prepared to lead the Army now and in the future. (Refer to ALDS 2013.) The Army leader development strategy describes the components of leader development as follows:

- Training is an organized, structured, continuous, and progressive process based on sound principles of learning designed to increase the capability of individuals, units, and organizations to perform specified tasks or skills. Training increases the ability to perform in situations with emphasis on competency, physical and mental skills, doctrine, and lessons learned.
- Education is continuous and progressive instruction and other programmed activity designed to develop knowledge, skills, and abilities. Education includes instruction and learning designed to increase knowledge and improve the leadership skills and attributes of the individual. Education improves cognitive skills, communication skills, and interpersonal and social skills. Education also improves leader attributes associated with habits of mind and ethical/moral aspects of character.
- Experience is the continuous progression of personal and professional events in an individual's life. It begins before an individual joins the Army and continues after separation. Experience includes war and peace; the personal and the professional; the private and the public; leading and following; and training and education. Lifelong learners recognize that all experience provides learning opportunities, and they take advantage of those opportunities. The Army uses assignment progression, developmental and broadening opportunities, and outside influences to provide leaders with the experiential opportunities required to reach full potential.

3-3. Leader development initiatives, efforts, and programs unique to a single domain (such as, instructor professional development program within the institutional domain) are discussed in the sections below covering a specific domain (Sections II through IV). In contrast, strategies and programs that cross multiple domains, such as human dimension, will be consolidated in Section V.

Section II – Maneuver Leader Development in the Institutional Domain

3-4. The institutional domain includes the MCoE and schools that provide initial military training, functional training, and professional military education for maneuver Soldiers and leaders. The institutional domain also includes advanced civil schooling, training with industry, and fellowships to supplement leader education. It is important for the MCoE and the branch proponents to sequence a maneuver leader's courses with his follow-on unit of assignment. For example, while at the MCoE, a staff sergeant completes Armor Advanced Leader Course (AR ALC) and the Master Gunner Course before being assigned to an Armored Brigade Combat Team (ABCT). This minimizes costs and provides leaders with the training and education needed to assume duties (such as, serve as a squad leader followed by company master gunner) within their maneuver formation without returning to the MCoE for additional training and education. The goal of institutional education is to develop leadership competencies (skills, knowledge, and abilities) and attributes at the right time necessary for increased responsibility at the current and future rank. During this time, the goal of institutional training is to ensure leaders can perform critical tasks to prescribed standard throughout their careers.

WHERE LEARNING TAKES PLACE

3-5. The MLOs describe competencies (skills, knowledge, and abilities) and attributes that can only be achieved through a combination of training, education, and experience. Towards this end, the Infantry and Armor commandants first determine what competencies and attributes are taught to standard, only familiarized, or are not covered in Officer Education System (OES), NCOES (Noncommissioned Officer Education System), and functional courses. This informs the operating force on what they should expect from maneuver leaders when they arrive or return to their organizations following institutional training and education. The remaining competencies (skills, knowledge, and abilities) and attributes must be learned through training, education, and experience in the operational and self-development domains.

INSTRUCTOR PROFESSIONAL DEVELOPMENT PROGRAM

3-6. The MCoE is establishing more demanding performance criteria for instructors at different levels of professional expertise (basic, senior, and master instructor). This results in excellent instructors demonstrating inspiring personal qualities, motivational planning, superior instructional delivery, and innovative assessment and feedback techniques. Towards this end, the instructor certification process encompasses completion of an approved MCoE staff and faculty instructor certification course (qualification), mastery of course content, and demonstrated proficiency in the methods for delivery of instruction (certification). Upon successful completion of the required course and unit certification requirements, instructors are awarded the appropriate identifier (5K for officers/SQI 8 for NCOs and warrant officers).

3-7. The MCoE will invest in selecting, recruiting, and educating high-caliber leaders from the force to become instructors. The MCoE will encourage an extended period as an instructor to allow for progressive development that includes civilian educational opportunities, and senior/master level instructor advancement. Instructors become master facilitators, coaches, and mentors by developing the competencies and attributes described in Table 3-1. The table below highlights instructor competencies and attributes.

Table 3-1. Instructor Competencies and Attributes

Leadership: <ul style="list-style-type: none">• Sets big goals with measurable standards.• Ensures all students achieve mastery.• Encourages students to “own” their learning.• Values and connects with each student.• Motivates students.
Communication: <ul style="list-style-type: none">• Presents content in clear, compelling ways.• Engages students in a dialog.• Asks a variety of direct, thought-provoking questions.• Adapts communication styles.• Uses dynamic language.
Techniques: <ul style="list-style-type: none">• Plans exhaustively working backward from the goal.• Uses a large “bag of (instructional) tricks.”• Adapts instruction for maximum effect.• Maintains student engagement.• Maintains brisk, fluid momentum.• Employs frequent, appropriate assessments.• Gives specific, timely, actionable, reflective feedback.
Character: <ul style="list-style-type: none">• Works relentlessly; refuse to surrender.• Knows one’s self and seek self-improvement.• Manages well-being.• Acts as a role model for students.

MCOE ORGANIZATION IN SUPPORT OF THE UNIVERSITY SYSTEM

3-8. With the collocation of the Armor and Infantry Schools at Fort Benning, Georgia, we now have the opportunity to transform the MCoE to improve the combat effectiveness of the maneuver force through the alignment of structures and processes. To accomplish this, we minimize redundancies, realign resources, empower commanders at all levels to exploit opportunities and mitigate risks, and provide a command structure over all Soldiers that facilitates operational expansibility. The MCoE has reorganized into a functional brigade structure by combining initial military training and functional training under brigade and battalion structure, and by aligning officer and noncommissioned officer professional military education into a separate brigade that will be under MCoE control.

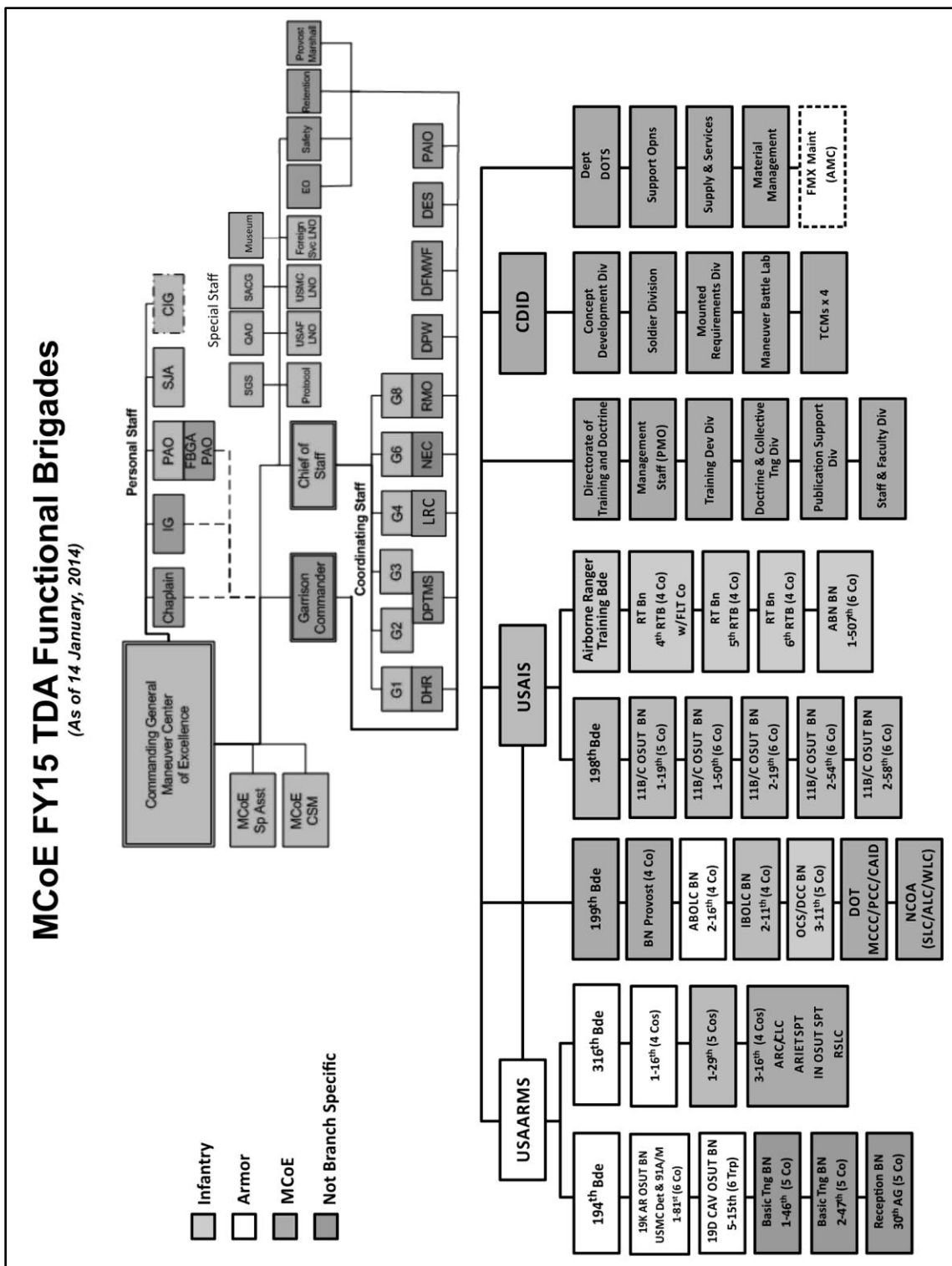


Figure 3-2. Task Organization Chart

PURPOSE

3-9. Functionally, reorganizing allows us to improve the organizational effectiveness of the MCoE according to our mission to—

- Permit mission command and our ability to execute decentralized mission-type orders.
- Preserve our ability to train branch fundamentals while increasing leader abilities to integrate combined arms in all aspects of training.
- Continue to adapt and innovate, sharing ideas and best practices across the MCoE.
- Connect better with the other Centers of Excellence (CoEs) and the operational force.

MCoE UNIVERSITY SYSTEM PRINCIPLES

3-10. The MCoE has created an innovative learning organization that provides education and training to develop agile and adaptive maneuver leaders who lead Soldiers and accomplish the mission while confronting complex environments and adaptive enemies. Towards this end, the MCoE has—

- Invested in selecting, recruiting, and educating high-caliber leaders from the force to become instructors.
- Implemented the Army learning model (learner-centric delivery methodologies, blended learning, context-based, collaborative, and problem-centered instruction) to educate and train agile and adaptive maneuver leaders.
- Created a learning environment that supports the understanding of JIIM environments and the implications of strategic, operational, and tactical levels of war.
- Established and maintain a research and development capability to consolidate and integrate lessons learned from recent operations while focusing on potential adversaries and Army employment in the future.
- Made learning materials and activities (digital learning content, repositories, and so forth) accessible to leaders across the force regardless of their physical location.
- Established and maintain professional partnerships with civilian educational institutions, CoEs and schools, and other government, military and civilian agencies.

COLLABORATION AND COMMUNITIES OF PRACTICE

3-11. Efforts continue to expand cross-CoE course integration and collaboration to ensure that maneuver, fires, aviation, and engineer leaders can seize and retain the initiative across the range of military operations. Towards this end, these CoEs execute cross-CoE training events in program of instruction (POI) courses. The center of gravity for this effort is the Maneuver Captains Career Course (MCCC), but efforts should expand throughout professional military education (PME) where possible. CoE collaboration can help establish a common doctrinal language based on an understanding of how we fight. This also should influence our review of POIs and doctrine to improve instruction and consistency.

COURSE RIGOR

3-12. The MCoE has increased course rigor by using course outcomes to improve their instructional models. It has leveraged modern instructional design principles, emerging technology, and capabilities development without sacrificing standards. These initiatives are creating a learner-centric, career-long learning continuum that provides rigorous and relevant training and education at the point of need for our Soldiers. Moreover, in support of increasing course rigor, MCoE has established roles and functions within the institution:

- Directorate of Training and Doctrine (DOTD) is the lead organization coordinating and working with commandants and the brigade review teams in establishing the initial and long-term MCoE ALM 2015 Implementation Plan.
- DOTD facilitates an Army Learning Model (ALM) work group to synchronize and integrate training, brigades, staff and faculty, quality assurance office (QAO), and the MCoE staff to incorporate process improvement, and share best practices and procedures. An MCoE training development work group consisting of the training unit, CMB training developers, QAO, and the

commandant's staff discuss changes in training methods, resource requirements, lesson plan development/revision, and validation and implementation plans.

- The school commandants and G3 maintain the MCoE battle rhythm that establishes reoccurring timelines for training development review/revision, semiannual training briefs (SATBs), post instructional conferences (PICs), program of instruction review boards (PRBs), commandant review/guidance, commandant approval of the POI, and Training Requirements Analysis System (TRAS) submission.

DISTRIBUTED LEARNING

3-13. By leveraging technology, the institutional domain is not limited to brick and mortar schoolhouses. Technology enables maneuver leaders to link to schoolhouse faculty, cohort peers, leaders, and mentors to enable a maneuver leader to learn throughout his/her career. Distance learning (dL) delivery of education and training, where the learners are separated by time and distance, is implemented in appropriate amounts and sequenced with maneuver OES and NCOES courses, and selected functional courses. Distributed and blended learning involves a combination of face-to-face on-site learning with distance learning to support a mix of web-based instruction, streaming video conferencing, and other combinations of electronic and traditional modes of delivery.

3-14. Delivering standardized training and education to maneuver leaders at the right place and right time using digital learning content supports a learner-centric learning environment that is adaptive and personalized. Our digital learning content must be accessible on mobile devices, desktop computers, and in and out of a classroom setting for both students and instructors. Learning content is available to use at a point and time of leader's choosing and in the manner they choose.

3-15. The MCoE continues developing and implementing digital learning content that supports maneuver leaders in all three leader development domains. Additionally, digital learning content and other technologies continue to expand as we refine our structured and guided self-development efforts across the Army. (Refer to Personal Self-Development, Section IV, Part D, for interactive multimedia instruction (IMI) products and web-based resources that support self-development efforts.)

MANEUVER LEADER CHALLENGE PROGRAM

3-16. The MCoE has developed a leader challenge program. The program develops leaders through the actual leadership experiences of other leaders. The program involves interactive, video-based vignettes that feature scenarios/dilemmas that leaders have experienced. The program is effective in both online environment and face-to-face sessions. Leaders tell their stories on videotape about their most challenging experiences—hard-hitting, dilemma-type situations. Participants are asked to put themselves in the leader's shoes, and a series of discussion questions facilitate learning.

Section III – Maneuver Leader Development in the Operational Domain

3-17. The operational domain encompasses all training and education for units, Soldiers, and leaders. The operational domain includes assignments to both table of organization and equipment (TOE) and table of distribution and allowances (TDA) positions. The operational domain is where leaders undergo the bulk of their development. It is where junior leaders achieve technical competence, midgrade leaders further develop their ability to lead units and organizations, and senior leaders contribute to the development and implementation of national and geopolitical strategy. Mentorship is an important part of developing leaders—it often begins in the operational domain.

LEADER DEVELOPMENT AT HOME STATION

3-18. Training in the operational domain includes commanders developing unit readiness-centric, leaders focused on producing combat-ready units, and agile and adaptive leaders.

3-19. Leader development substantially contributes to a unit's ability to train effectively and accomplish its mission. Yet commanders across the Army acknowledge the constant challenge to effectively implement

unit leader development. To overcome this, leader development at home station can be implemented through—

- Translating leader feedback for developing leaders into quick applications.
- Prioritizing leader development activities under conditions of limited resources.
- Integrating unit leader development into already occurring day-to-day activities
- Integrating ADP/ADRP 6-22 leader attributes and competencies consistently across Army leader development doctrine.

3-20. Leaders develop from a combination of new challenges and experiences, new knowledge, and time for reflection. The result is Soldiers and civilians who are competent and confident leaders capable of decisive action. The operational (unit) assignment is the most effective setting for leader development. In leader development surveys, captains and majors ranked leading a unit along with personal examples and mentoring as the three most effective ways their leadership qualities are developed. The consensus among private sector leader development professionals is that a full 70 percent of leader development occurs on the job, 20 percent from other people (leaders, mentors), and 10 percent from training courses (handbook, unit leader development).

COMPONENTS TO UNIT LEADER DEVELOPMENT

3-21. The components to unit leader development, and their descriptions, include the following:

- **Set conditions.** Commanders and leaders model behaviors that encourage leader development, create an environment that encourages on-the-job learning, and help bring leaders together within your command and organization.
- **Provide feedback/support.** Commanders and leaders provide feedback on a leader's actions. Immediate, short bursts of feedback on actual leadership actions enhance leader development in operational assignments.
- **Learning/new knowledge.** Commanders and leaders integrate learning. They should leverage leaders considered role models in your unit, and encourage mentoring, training, reflection, and study. Learning from other leaders is one of the most effective and efficient methods of development.
- **Create a legacy.** Commanders and leaders create a leader development legacy by modifying job assignments to challenge leaders and being deliberate about the selection and succession of leaders. Leaders should integrate leader development across day-to-day unit activities and evaluate its effectiveness.

3-22. Maneuver commanders and leaders should refer to the Commander's Handbook for Unit Leader Development on unit leader development by the Combined Arms Center, Center for Army Leadership, for techniques to implement an effective unit-level leader development program.

LEADER DEVELOPMENT AT COMBAT TRAINING CENTERS

3-23. The combat training centers (CTCs) first responsibility involves providing leaders with accurate observations of their leadership and its impact on unit performance. Providing leadership feedback is a difficult yet essential part of unit training exercises. Without it, the assessment of an important contributor to a unit's mission accomplishment, namely its leadership, remains undone. For this reason, the Army devotes considerable resources to foster the development of leaders during unit training exercises.

3-24. Training exercises at the CTCs provide realistic joint and combined arms training approximating actual combat. As such, the CTCs contribute to leader development by—

- Providing leaders an operational experience focused on their development.
- Developing bold, innovative leaders through stressful tactical and operational exercises.
- Increasing unit readiness for deployment and warfighting.
- Embedding doctrine within leaders.

- Providing feedback.
- Providing a data source for lessons learned to improve doctrine, training, and leader development.

3-25. The key to the CTC's success begins with the observer/trainers (O/Ts) who create an overarching developmental climate, observe and provide feedback within the larger context of guided discovery learning methods, and provide behavioral descriptions of leadership at various levels of proficiency to support leader observation and feedback. As a result, leaders become more aware of their leadership strengths and developmental needs, and take action during the exercise to improve their leadership and their unit's performance.

MANEUVER TRAINING STRATEGY

3-26. The maneuver force must utilize an integrated, comprehensive maneuver training strategy in support of the CSA's guidance, Army training strategy, and Army 2020. The Maneuver Training Strategy is both a gated and blended training strategy that provides a disciplined approach to training that attempts to take full advantage of the training resources we have in all three domains (operational, institutional, and self-development).

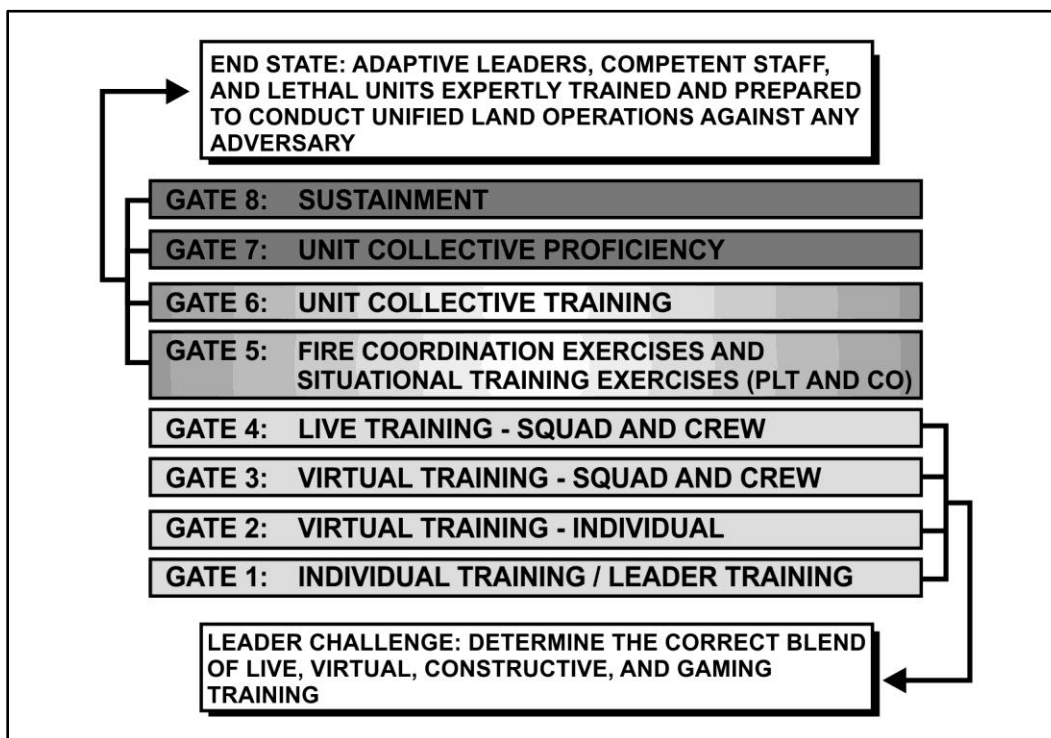


Figure 3-3. Maneuver Training Strategy

INTEGRATED WEAPONS TRAINING STRATEGY

3-27. Maneuver leaders possess professional competence in the technical characteristics, capabilities, limitations, maintenance, and operation of all organic weapon systems, optics, sights, and ammunition to employ effective accurate fire to suppress and destroy the enemy in close combat.

3-28. Based on a maneuver leader's rank and position, the leader masters the direct fire engagement process, movement and direction of fires, fire discipline, and the application of fire for the organic weapon systems to apply effective, controlled, speedy, and accurate fires to suppress and destroy the enemy in close combat. Leaders are proficient in requesting indirect and direct fires, attack aviation, and close air support to destroy the intended target (lethal fires), or to impair, disrupt, or delay the performance of enemy operational forces (nonlethal fires). Achieving competence in fire planning during offensive, defensive, and

stability operations; developing the concept of fires concurrently with the maneuver plan; and integrating fires into the concept of operation is fundamental to all maneuver leaders.

3-29. In today's complex environment of adaptive enemies most often operating in population-centric environments, maneuver leaders master the ethical application of combat power through proportionality, Soldier's rules as the essence of the law of war, and rules of engagement.

3-30. Towards these ends, the MCoE is creating an overarching, integrated, and standardized weapons training strategy that incorporates the separate training models of the individual, crew-served, and weapon platforms for all echelons through platoon. This standardized strategy, termed the "weapon and platform integrated training strategy," is designed specifically to synchronize with the progressive readiness model.

3-31. The strategy synchronizes individual and collective live-fire and simulation training events to support a unit's overall training proficiency. The strategy maximizes the capabilities of simulations and live-fire events in a systematic manner to maintain, sustain, and increase Soldier proficiency, effectiveness, and lethality. The training strategy is capability based (weapon/system, ammunition, optic, Soldier) and maximizes the training resources available across the force. This strategy is directly synchronized with the aim points established within the progressive readiness training model and meets the established training proficiency goals for a ready and capable force.

3-32. The strategy is a single, overarching strategy based on the training requirements of each separate weapon or system to achieve combat readiness across all formation types. It includes individual, crew-served, platform direct fire weapons/platforms, and indirect (mortar) fires. It includes strategies for each weapon or system. These separate strategies are interwoven to support collective live-fire qualification or readiness events, and culminate in combined arms training events for all formation types.

PRINCIPLES OF THE INTEGRATED WEAPONS TRAINING STRATEGY

3-33. Integrated training strategies must apply certain principles for leaders to successfully learn. These principles include the following:

- **Fundamentals first.** Updates existing qualification tables to ensure critical fundamental tasks that are expected of all Soldiers firing the weapon or system are trained and tested.
- **Maximize simulations and gaming.** Augments the strategy with an effective and efficient mix of available training resources that build to and enhance live-fire training events.
- **Synchronized components.** Ensures each component strategy complements and synchronizes with other weapon strategies.
- **Adaptable to change.** Designs each component and the overall strategy with adaptability to Army guidance. The strategy can adjust to any future changes or alterations to the Progressive Readiness Model. (Refer to AR 525-29.)
- **No additional ammunition resources required.** Develops strategies so that they work effectively with existing (FY13) ammunition authorizations. The strategies may not increase any ammunition requirements or authorizations as approved in Department of the Army (DA) Pamphlet 350-38 (commonly referred to as the "STRAC" manual). Modifications to any strategy may only redistribute resources to other events.
- **Establish progressive and gated events.** Enables the strategy to secure resourcing, train and test the fundamentals, and build upon previous training events.
- **Culminate in combined arms collective training events.** Culminates all individual components of the strategy into collective, combined arms, live-fire events. This facilitates the "train as you fight" concept across all echelons and formations.
- **Facilitate rapid deployment capabilities.** Provides a high level of proficiency early in the training cycle.
- **Link and integrate.** Ensures all updated components are effectively linked and integrated with other weapon strategies in a supporting, collaborative, and cooperative method, building on previous training outcomes.
- **Flexibility.** Provides commanders the flexibility during collective training to support their directed mission, expected operating environment, and force structure. The commander's

flexibility focuses “how” the training replicates their combat role effectively through scenario development, integration of warfighting functions (WFF), and tailorable formations during the collective events.

SYNCHRONIZED WITH THE PROGRESSIVE READINESS MODEL

3-34. Current weapons training strategies are tied to the fiscal year and are designed as semiannual or annual events. This creates a repetitious cycle of training that is not synchronized with current or potential changes found within the progressive readiness model (PRM). This creates disconnects in resourcing for training events where the PRM may begin on any given day (not 1 October) and continues for up to 24 consecutive months. Furthermore, this cycle does not provide sufficient flexibility to accommodate for available training time.

3-35. The integrated weapons training strategy proposes a reduction in training events in a 24-month period from four events to three. Properly placed within the training cycle, these three events are anchored to other external training events, such as a CTC rotation, command post exercises (CPXs), and other collective training events. With the reduction in frequency, the associated resources for the dropped events should be redistributed to other training events to fill training gaps, facilitate better collective training exercises, and focus more effort on continued live-fire certifications where appropriate.

STANDARD TABLE SETS OF INTEGRATED TRAINING STRATEGY

3-36. The standard table set (STS) comprises 18 tables, divided into three groups of six tables each. These distinctive groups are as follows:

- **Fundamental tables (Tables I to VI).** Tables I through VI are designated as the fundamental tables. They are designed to reinforce the basic fundamental skills of using the weapon or system and are prescriptive in nature. They utilize hands-on, instruction, simulation, devices, and live-fire culminating in the weapon or system qualification. They are specifically designed for individual weapons, crew-served, platforms (crew), fire teams, and squads. Tables I thru VI will be used to establish weapon or platform qualification requirements including all required training gates. They are applied to M4/M16, M249, M240B, M2 (A1), MK19, and direct fire platforms (stabilized and mounted machine gun), fire teams, and squads. The standardization creates a common language and vernacular across all direct fire weapons. This table set includes 60-mm, 81-mm, and 120-mm mortars (under development) and is also synchronized with the Aviation Center of Excellence’s attack aviation gunnery.
- **Integrated collective exercises (Tables I to VI).** The integrated collective exercise (ICE) tables incorporate multiple weapons as dictated by the force structure the commander establishes for the element. As the commander determines the composition of his sections, squads, platoons, and company/teams, this series of tables provide the training necessary to practice and qualify those elements through platoon formations. The STS supports commander flexibility in resourcing these tables to each weapon or platform, and not the pure, traditional element construct (tank pure, for example). The ICE tables provide the commander a roadmap to qualification for his established elements. It details the training requirements for simulations use, provides training events specifically tailored to the unit’s mission and METL, and accepts all CATS collective training tasks. The ICE tables bring combined arms training to the section and platoon echelons. These tables require the integration of external WFF.
- **Readiness exercises (Tables I to VI).** The readiness exercises are used as a tool for commanders to determine the proficiency level at company/troop and battalion levels. These exercises measure the proficiency of the units in key critical areas specific to the unit’s METL and directly related to their reportable training readiness according to AR 220-1. These tables allow commanders to quantify their readiness in a standardized manner, based on a common series of events. These events may be executed at home station or at the CTC as indicated.

3-37. For a more detailed discussion of the weapons and platform integrated training strategy read TC 3-20.0, *Integrated Weapons Training Strategy*.

Section IV – Maneuver Leader Development in the Self-Development Domain

3-38. Self-development is planned and goal-oriented learning that reinforces and expands the depth and breadth of a maneuver leader's knowledge base, self-awareness, and situational awareness. Structured training and education activities in Army schools and in units or organizations often do not meet every leader's need for content or timing. *Self-development bridges learning gaps between the operational and institutional domains and sets conditions for continuous learning and growth.* Within organizations, leaders provide increased emphasis and accountability of self-development among their subordinates. There are three types of self-development that encourage maneuver leaders to pursue personal and professional development goals: structured self-development (SSD), guided self-development (GSD), and personal self-development (PSD). A holistic approach to self-development is presented in Figures 3-4 and 3-5.

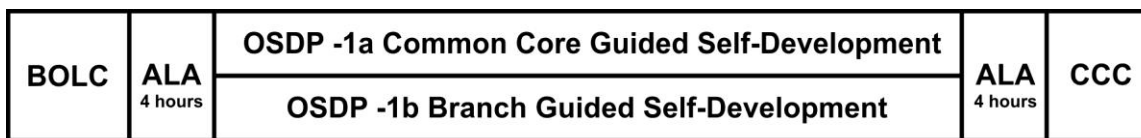


Figure 3-4. Self-Development throughout the Officer Leader Development Career Continuum

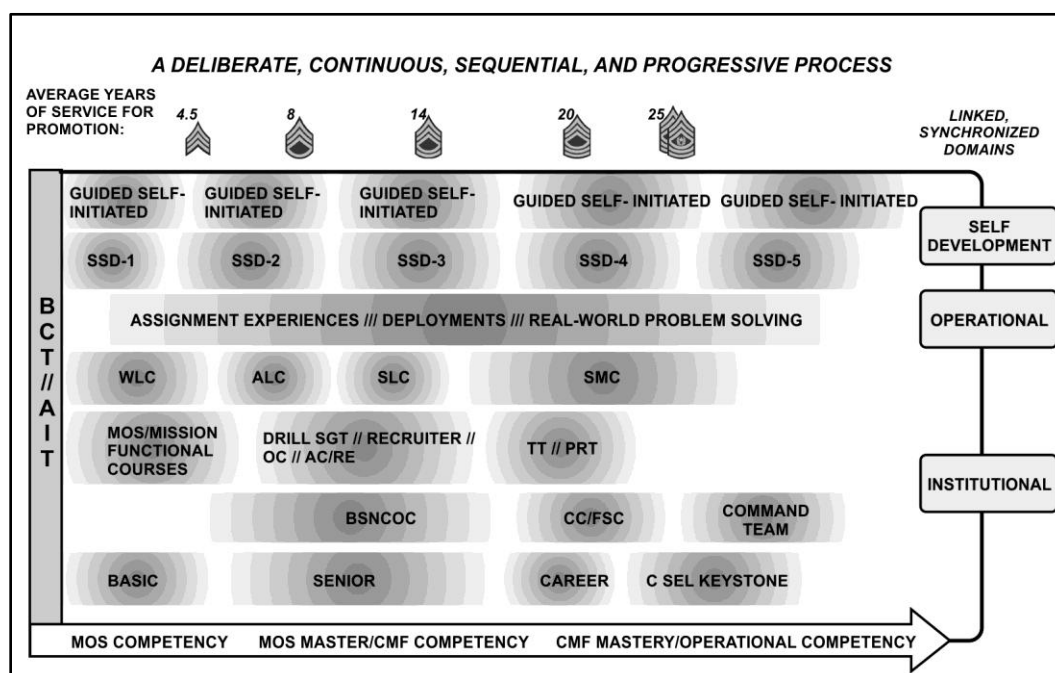


Figure 3-5. Self-development Throughout the Maneuver NCO Leader Development Career Continuum

STRUCTURED SELF-DEVELOPMENT

3-39. SSD is required learning that continues throughout a career and that is closely linked to and synchronized with classroom and on-the-job training. The MCoE self-development efforts are nested with the officer self-development program (OSDP) and NCO SSD.

- **Officer self-development program (OSDP).** Self-development is a goals-based, feedback-driven program of activities and learning that contributes to professional competence, organizational effectiveness, and professional development. Individual and organizational assessment and feedback programs in the operational and institutional domains, linked to developmental actions, grow competent and confident leaders and result in trained and ready organizations and units. Self-development programs include activities that stretch the individual

beyond the demands of on-the-job or institutional training. Self-development, consisting of individual study, research, professional reading, practice and self-assessment, is accomplished via numerous means (studying, observing and experiencing), and is consistent with an officer's personal self-development action plan and professional goals. Self-development is the key aspect of individual officer qualification that solidifies the Army leader development process. (Refer to DA PAM 600-3.)

- **Officer self-development program (OSDP-1).** OSDP-1 is a structured/guided self-development dL course required before attending MCCC. Upon promotion to first lieutenant, officers take the Army learning assessment (ALA) to identify gaps in their foundational proficiency. The ALA evaluates both active and Reserve component (RC) Soldiers, to measure and provide credit for prior learning from training, education, and experience. The ALA comprises two parts: Army common doctrinal foundations and branch common doctrinal foundations. The ALA establishes the baseline for tailoring OSDP-1 common core (CC) dL (known as OSDP-1a; limited to 40 hours), and Infantry/Armor branch dL (known as OSDP-1b; limited to 60 hours). The Army Learning Management System (ALMS) provides ALA results to the officer, his chain of command, the School of Advanced Leadership and Tactics (SALT), and the Infantry/Armor branch schools to tailor the follow-on dL OSDP-1a and OSDP-1b courses to the developmental needs of the officer. Successful completion of OSDP-1a and OSDP-1b is a prerequisite to enrolling in the MCCC, thus ensuring all officers enter the MCCC with a common baseline of knowledge.
- **Reserve component MCCC.** The RC MCCC comprises four phases. Phase I is a self-development dL course that includes 75-hours of SALT CC dL. Phase II is a CC resident course during a 2-week active duty for training (ADT) period. Phase III is another self-development dL course that includes 75-hours of Infantry/Armor branch dL. Phase IV is the Infantry/Armor branch resident course during subsequent 2-week ADT period.
- **NCO SSD.** The goal for NCO PME is to train and educate leaders before assuming a rank or duty that requires the application of the new knowledge. As a prerequisite for attendance of the residence phases of NCO PME, NCOs complete SSD for the appropriate courses. Structured self-development is taught through dL using the Blackboard learning management system. The MCoE currently has no plans to increase the dL requirements for PME courses. The current dL requirement includes the following:
 - **Structured Self-Development 1 (SSD 1).** SSD1 includes 80 hours (4 modules/24 lessons) of structured self-development distributed learning to be completed before attending the Warrior Leaders Course (WLC). SSD1 bridges the institutional learning gap between the end of Infantry/Armor One Station Unit Training (OSUT) and assuming leadership roles at the team/crew level.
 - **Structured Self-Development 2 (SSD 2).** Informally referred to as Advanced Leaders Course-Common Core, (ALC-CC), SSD 2 includes 80 hours (5 modules/28 lessons) of structured self-development distributed learning to be completed before attending Infantry/Armor Advanced Leaders Course (IN/AR ALC). IN/AR ALC develops branch-specific technical and leadership skills, while ALC-CC prepares SSGs to lead squads and builds a foundation to serve as platoon sergeants. In addition to the 80 hours of dL for ALC-CC, the RC AR ALC currently models a dL (68 hours) phase followed by a 2-week ADT phase. Beginning FY 2015, RC AR ALC will convert to two ADT phases. Of note, RC IN ALC (11C) is currently two ADTs, and RC IN ALC (11B) is currently one ADT.
 - **Structured self-development 3.** SSD3 includes 80-hours (4 modules/25 lessons) of structured self-development distributed learning to be completed before attending the Maneuver Senior Leaders Course (MSLC). SSD3 bridges the institutional learning gap between IN/AR ALC and MSLC by teaching SFCs branch-specific leader, technical, and tactical skills; knowledge; and experience required to lead platoons. NCOs also learn some knowledge and skills related to performing as company/troop first sergeants.
 - **Structured Self-Development 4.** SSD4 includes 80-hours of structured self-development distributed learning to be completed before attending the Sergeants Major Course (SMC). The skills and knowledge learned in SSD4 are primarily focused at the battalion level. NCOs learn skills and knowledge necessary to serve in senior enlisted staff positions.

- **Structured Self-Development 5.** SSD5 includes 80-hours of structured self-development distributed learning focused on skills and knowledge related to serving nominative and joint staff level senior enlisted positions.

GUIDED SELF-DEVELOPMENT

3-40. GSD is recommended, but optional, learning to help prepare maneuver leaders for changing technical, functional, and leadership responsibilities throughout their career. Two critical GSD efforts include NCO boards and the MCoE Maneuver Self-Study Program.

BOARDS

3-41. Leaders should prepare for and participate in boards, such as NCO of the Month/Quarter/Year and the Sergeant Audie Murphy/Sergeant Morales Clubs, to broaden their knowledge base, instill discipline, and improve communication skills and leadership potential.

MCoE MANEUVER SELF-STUDY PROGRAM

3-42. The MCoE, in collaboration with other schools and centers, maintains the MCoE Maneuver Self-Study Program. The program is an example of a structured and guided self-development approach. (See Appendix D for a listing of self-study program topics.)

3-43. The Maneuver Self-Study Program can be accessed through the MCoE's main webpage and functions via discussion threads through a social media venue at <http://www.benning.army.mil/mssp/>.

PERSONAL SELF-DEVELOPMENT

3-44. PSD is self-initiated learning where the individual defines the objective, pace, and process. PSD requires leaders to understand their personal strengths, weaknesses, and gaps in knowledge. Maneuver leaders gain new knowledge based on interests and preferences. PSD is acquired on one's own with little support from others. It is gained through professional reading, civilian education, and taking advantage of dL and traditional self-development resources. A maneuver leader's decision to pursue broadening assignments during his career is partly a function of individual goals and interests. Maneuver leaders encourage self-development in subordinates by imparting knowledge on personal self-development interactive multimedia instruction (IMI) products and web-based resources. These generally include the following:

- Professional reading, which includes:
 - **MCoE professional reading list.** The MCoE professional reading list recommends books targeted to a particular level of experience and responsibility (SFC and above, LT, CPT, MAJ, and LTC). The readings provide a progressive course of study to prepare a maneuver leader for his next level of responsibility. The books complement materials used in the Army educational system and bridge the intervals between periods of formal instruction at Army schools. While intended for independent study, the list can be used to establish book clubs, discussion groups, and other professional development activities. Professional journals specialize either in tactical, operational, and strategic issues, or are associated with particular branches and senior service schools. Journals foster intellectual inquiry, research and analysis, and doctrine and principles. Maneuver leaders are encouraged to read professional journals to think critically, communicate, inform, and challenge our profession. A complete listing of Army, Department of Defense, and nongovernment military journals can be found at <http://www.army.mil/professionalWriting/publications/>.
 - **Military publications.** Maneuver leaders should study and master military publications (such as ADPs, ADRPs, FMs, TMs, STPs, and ARs) to achieve goals, develop leadership, and gain a technical and tactical competence at their rank and skill level with their MOS/CMF.
 - **Center for Army Lessons Learned.** The CALL rapidly collects, analyzes, disseminates, and archives tactics, techniques, and procedures (TTPs), and operational records to

facilitate rapid adaptation initiatives and conduct focused knowledge sharing and transfer. This system informs the Army and enables operationally-based decision-making, integration, and innovation throughout the Army and within the JIIM environment. Access CALL at <http://usacac.army.mil/cac2/call/>.

- **Additional professional reading for maneuver leaders as part of leader development efforts, which include:**
 - U.S. Army Chief of Staff's Professional Reading List (maintained by a U.S. Army Center of Military History) at <http://www.history.army.mil/reading.html>.
 - Combat Studies Institute (CSI) at <http://usacac.army.mil/cac2/CSI/>.
 - Center for the Army Profession and Ethic (CAPE) Library at <http://cape.army.mil/index.html>.
 - Military Review at <http://usacac.army.mil/cac2/militaryreview/>.
 - Products Published by the Defense Language Institute Foreign Language Center (DLIFLC) at <http://www.dliflc.edu/index.html>.
 - U. S. Army Combined Arms Center Digital Publications at <http://usacac.army.mil/CAC2/digitalpublications.asp>.
 - The Center for Army leadership (CAL) Leader Development Resources at <http://usacac.army.mil/CAC2/CAL/resource-library.asp>.
- **Professional forums.** Forums foster collaboration among leaders and units, and allow leaders to share expertise and experience, develop intuitive leaders, improve decision making, and develop organizations and teams.
 - **MilSuite** (<https://www.milsuite.mil/>) is a suite of operational programs that cover social networking, video sharing, blogging, and Wiki resources for the benefit of military personnel that mimic what is used in the public sector, but places them behind FOUO firewalls. The MilSuite comprises MilBook, MilWiki, MilWire, and MilTube applications, which are all described below:
 - **MilWire** (<https://www.milsuite.mil/wire/>) provides a forum to discuss relevant issues for the Army/Defense Knowledge Online (AKO/DKO) community. Inside milWire, users can post news, events, and articles for open discussion for the benefit of all as well as connect with one another, similar to LinkedIn.
 - **MilBook** (<https://www.milsuite.mil/book/>) is a secure, military version of modern social networking sites (such as, Facebook). It allows access to the same kind of connections and discussions as other sites but without the excess content that can dilute the purpose of such a site.
 - **MilWiki** (<https://www.milsuite.mil/wiki/>) is an online portal comparable to Wikipedia where users can collectively create, edit, and manage information for mission-related information all within an FOUO environment.
 - **MilTube** (<https://www.milsuite.mil/video/>) is a video sharing site that offers users the chance to upload and share videos behind secured DOD network firewalls, where users can share unclassified internal information and have dialog that would not be possible on a commercial site like YouTube.
- Interactive Multimedia Instruction products and web-based resources, which include the following:
 - Center for Army Leadership (<http://usacac.army.mil/cac2/CAL/>). The CAL conducts leadership and leader development research, studies, analysis, assessment, and evaluation. It provides the Army leadership and leader development doctrine, products and services, and develops Army Leader Development Strategy and Program. CAL is the proponent for the following resources:
 - Doctrine: ADP and ADRP 6-22.
 - CAL MilBook (<https://www.milsuite.mil/book/groups/center-for-army-leadership>).
 - Miscellaneous.

- Multisource Assessment and Feedback (MSAF) 360 & Virtual Improvement Center (VIC) (<https://msaf.army.mil/.MSAF>) provides both surveys and assessments to assist in leadership self-development. The process uses the 360-assessment system where a leader is evaluated by peers, superiors, and subordinates. MSAF 360 provides resources to prepare (MSAF courses, aspects of the rating, leadership development, and coaching), assess (360 Event and Personal Assessment), advance (Individual Feedback Report and Individual Development Plan, and VIC (online source to training and education products and links to enable learning and practicing the leadership competencies).
- Developmental Counseling Training Package at <http://usacac.army.mil/CAC2/cal/dc/launcher.htm>.
- Army Leader Self-Development Reference Guide at <http://usacac.army.mil/cac2/cal/repository/Army%20Leader%20Self-Development%20Reference%20Guide.pdf>
- Commander's Handbook for Unit Leader Development at <http://usacac.army.mil/CAC2/CAL/repository/CommandersHandbook.pdf>
- Developing Leadership During Unit Training Exercises at <http://usacac.army.mil/CAC2/CAL/repository/CommandersHandbook.pdf>
- Leader Development Improvement Guide at http://usacac.army.mil/CAC2/CAL/repository/MSAF_LDIG.pdf
- Self-Development Handbook at http://usacac.army.mil/CAC2/CAL/repository/SDev_Handbook20.pdf
- VIC Catalog: A Guide to Leadership Development Materials at <http://usacac.army.mil/CAC2/CAL/repository/VICcatalog.pdf>
- Institute of NCO Professional Development (INCOPD) (<http://www.tradoc.army.mil/incopd/index.html>). The INCOPD provides direction and oversight of the Noncommissioned Officer Education System across the Army, and integrates all actions and activities related to NCO leader development into the Army leader development strategy.
- Global Assessment Tool (GAT) (<https://www.sft.army.mil>). The GAT is a multiple item questionnaire that provides the individual with a snapshot of their psychological health along four dimensions—social, emotional, spiritual, and family fitness. Individuals receive feedback via the Soldier Fitness Tracker (SFT) once they complete the GAT that describes their resilience level.
- Army Career Tracker (ACT) (<https://actnow.army.mil>). Planning and managing leader development paths are vital to a commitment to lifelong learning. The ACT supports the commitment with information technologies and other important tools. By using ACT, maneuver leaders can organize and schedule individual developmental opportunities into a plan that satisfies their individual goals and objectives over time.
- Mobile applications. Maneuver leaders can access mobile apps through Warrior University (www.warrioruniversity.army.mil), Google Play, and iTunes. Mobile apps allow leaders to download interactive learning material in preparation for a functional course (such as, Jumpmaster Course) or for personal self-development. Efforts to incorporate apps into education, training, and leader development are critical to supporting leader development of the maneuver force.
- Center for the Army Profession and Ethic (CAPE) (<http://cape.army.mil>). The CAPE provides leaders with the educational resources, narratives, and ideas to reinvigorate the Army Profession across all Army cohorts. Additionally, the CAPE enables the Army to refocus on the professional identity that motivates ethical behavior, maintains high levels of competence, and enhances stewardship of the profession.
- MCoE Warrior University (www.warrioruniversity.army.mil). The Warrior University is organized as a professional "home" for Infantry, Armor, and Cavalry Soldiers and leaders to facilitate and foster lifelong professional relationships. The Warrior University synchronizes and integrates all maneuver training so the right leaders receive the right

training at the right time, regardless of their physical location. It is the center of gravity for warrior learning and serves as the Maneuver Center of Excellence's executive agent for use of technology to enhance resident instruction, to meet the training needs of field units, and to quickly disseminate information on new systems and lessons learned in the contemporary operating environment.

- Army Training Network (ATN) (<https://atn.army.mil>). The ATN is a website that blends doctrine, how-to procedures, training products, training solutions, and collaboration tools for the training community. ATN serves as a digital means of unit training management (UTM).
- Digital Training Management System (DTMS) (<https://dtms.army.mil>). DTMS is a web-based software product that provides the ability to plan, resource, and manage unit and individual training at all levels. DTMS supports collective and individual tasks, combined arms training strategy (CATS), and the Army universal task list (AUTL).

EDUCATIONAL ACTIVITIES

3-45. The Army's goal is for every Soldier to become a warrior who continuously learns and grows in their tactical, technical, and civilian education domains. Civilian education and military professionalism are not mutually exclusive; they are mutually supporting. Many self-development activities recommended in a PDM come from programs and services offered through the Army Continuing Education System (ACES). (Refer to DA PAM 600-25.) The ACES assists Soldiers with self-development as described below:

- **Functional academic skills training (FAST).** FAST offers instruction in reading, mathematics, and communication skills to help Soldiers function on the job, prepare for advanced training, and meet prerequisites for continued education. These courses can help selected Soldiers achieve the current recommended reading grade levels and the Army's recommended writing standard. This is an on-duty commander's program to ensure Soldiers possess the necessary reading and writing skills to succeed in their occupational specialty. If not already achieved, sergeants with general technical (GT) scores below 100 should seek to improve their scores through FAST. Taking additional civilian education courses, such as English composition and basic mathematics, will prepare leaders for the Armed Forces Classification Test (AFCT) and improve promotion potential.
- **Earning a college degree.** Leaders earn degrees that are recommended on various PDMs. College level courses are available through installation education centers that coordinate with participating colleges to provide on-post programs that lead to award of an associate's, bachelor's, and master's degree. Most institutions operating on post are part of the Servicemembers Opportunity Colleges Associate's Degree (SOCAD), which guarantees Soldiers' transfer of credits and acceptance of nontraditional credits such as military experience and College Level Examination Program (CLEP) tests. Soldiers may also enroll in GoArmyEd an Army program that gives Soldiers the opportunity to pursue a degree program completely online. The level of recommended education changes with rank:
 - **Sergeant.** As a sergeant, pursuing a college education is not a mandatory requirement, but one that will place you above your peers.
 - **Staff Sergeant.** The OPTEMPO of operational assignments may limit the opportunity for civilian education. However, those staff sergeants willing to make the required sacrifices should seize the available opportunities to pursue completion of an associate's degree.
 - **Sergeant First Class.** Ideally, a SFC should complete an associate's degree and continue studies towards a bachelor's degree.
 - **Lieutenant.** The majority of lieutenants have earned a bachelor's degree before commissioning. However, some officers, primarily commissioned through Officer Candidate School (OCS), may need to earn their bachelor's degree.
 - **Captain.** Following company/troop command, senior captains should pursue their master's degree. A select number of captains will pursue their master's degree fully-funded through advanced civilian schooling (ACS)/Expanded Graduate School Program (EGSP). While the remainder of captains should pursue a master's degree off duty on their own.

- **Academic testing.** Testing is offered by education centers for a wide range of academic and vocational tests. These tests include the Adult Basic Education (Test), (TABE)-A Reading Comprehension Test for NCOES, scholastic aptitude test (SAT), American college test (ACT) for college entrance, and CLEP tests for college credit.
- **Defense Activity for Nontraditional Educational Support (DANTES).** Correspondence courses are offered through The Defense Activity for Nontraditional Educational Support (DANTES), which publishes a catalog of post-secondary correspondence courses in which Soldiers may enroll, as well as attend, regular classroom courses. Education counselors advise Soldiers on the availability of approved courses and tuition assistance.
- **Army Correspondence Course Program (ACCP).** The ACCP provides a variety of self-study correspondence courses that are specific to each MOS and CMF. Courses are available in leadership and training management and are geared toward professional development. Proponent schools develop the courses, many of which consist of subcourses that provide Soldiers promotion points on completion.

SECTION V - Leader Development Efforts and Programs Across the Three Domains

HUMAN DIMENSION STRATEGY

3-46. The human dimension concept accelerates maneuver leader development by emphasizing and exploiting advances in capabilities to enhance the physical, cognitive, and social performance essential for leading small units in complex environments and persistent conflict. The human dimension emphasizes that success in the Army profession resides in the mind and body more so than a materiel (such as, equipment) solutions approach. Emphasizing the human dimension is a unique and challenging requirement. Much of human dimension competencies (knowledge, skills, and abilities) and attributes derive from the intellectual muscle garnered through education in social sciences. The human dimension concept, the implementation strategy, and the human dimension-related programs shown in Figure 3-6 below are discussed in-depth in Appendix B, Human Dimension Strategy.

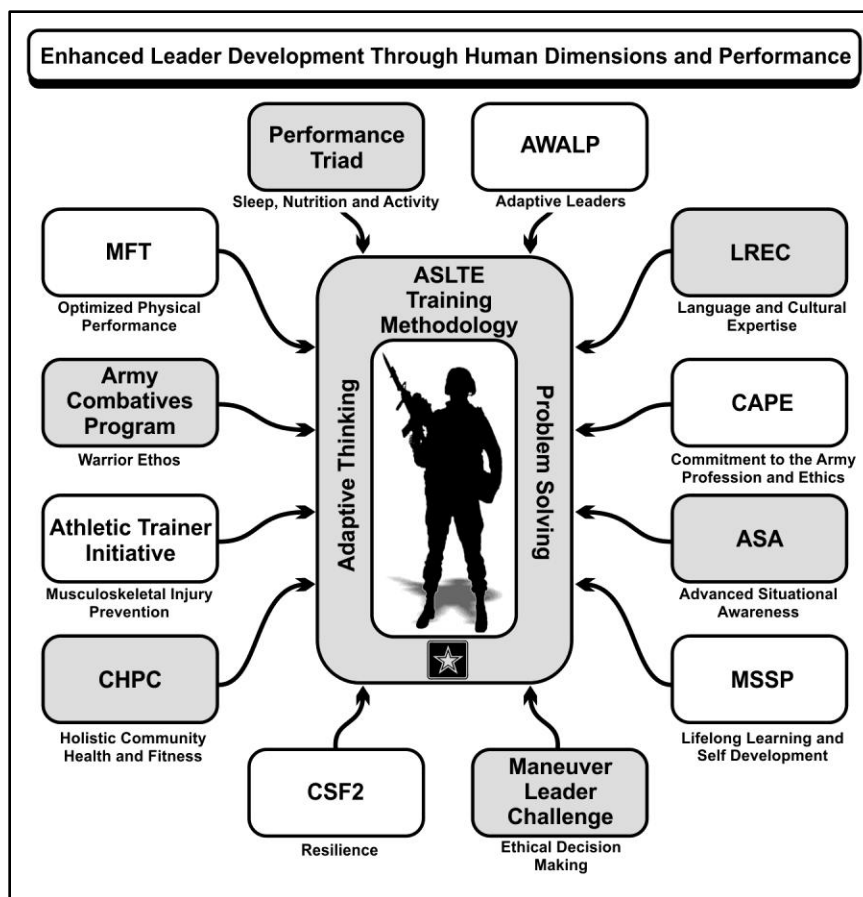


Figure 3-6. Enhanced Leader Development Through Human Dimension/Performance

Chapter 4

Means - Implementation

Section I – Maneuver Leader Development Career Continuum of Learning

4-1. This chapter is nested with the Infantry and Armor Commandants' individual training plans, which provide long-range leader development implementation strategies for 11- and 19-series MOS/CMF leaders. This chapter is also nested with DA Pam 600-3, Chapter 9, Infantry Branch and Chapter 10, Armor Branch; and DA Pam 600-25, Chapter 4, Infantry/CMF 11 and Chapter 9, Armor/CMF 19.

4-2. It should be understood that the goal of institutional training is to develop leadership competencies and attributes to ensure leaders can perform critical tasks to prescribed standards throughout their careers. Further, the goal of leader development in the operational domain is to build upon the leaders' education in the institution. Leader development in the operational domain should focus on continuing to build leaders of character, enhancing their ability to lead units, and begin the process of preparing them future assignments and higher levels of responsibility.

Section II - Infantry BRANCH

INFANTRY OFFICER (11A) LEADER DEVELOPMENT

4-3. The following illustrates the career progression for the Infantry officer.

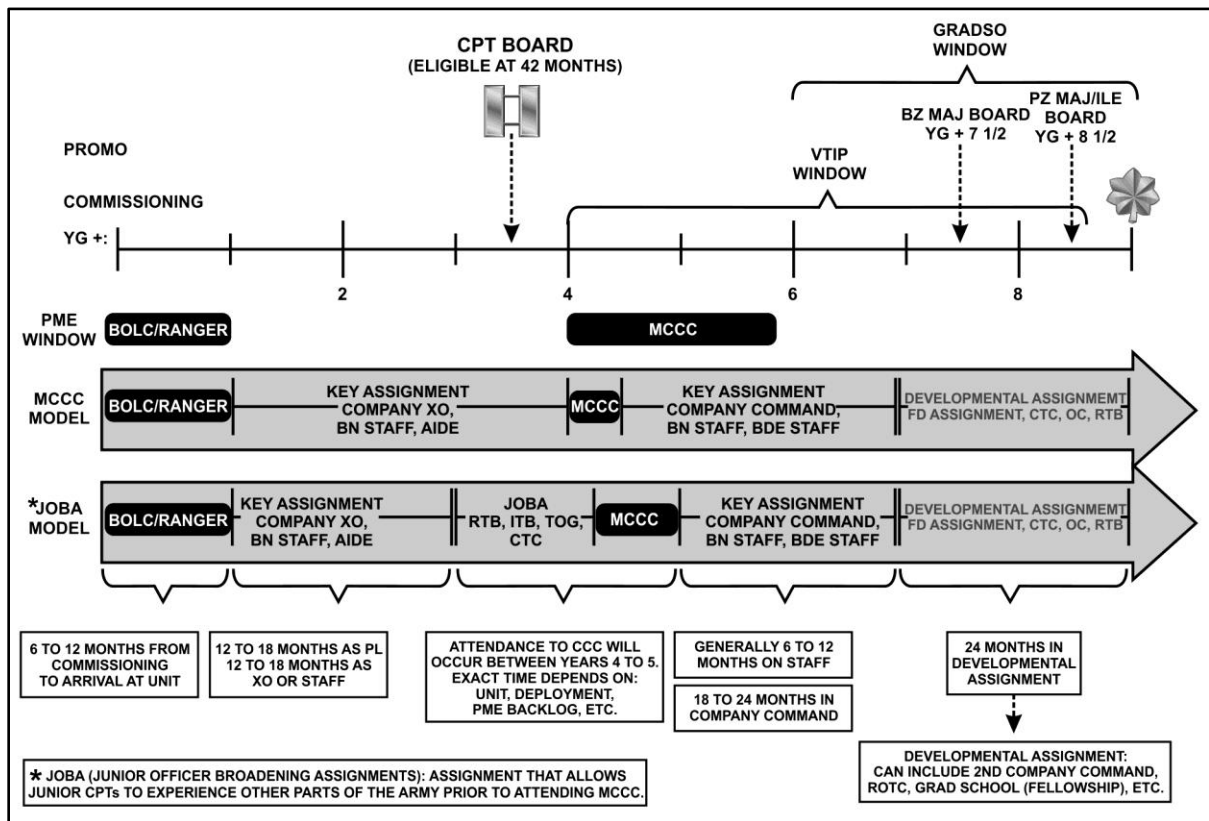


Figure 4-1. Infantry Officer (11A) Timeline

INSTITUTIONAL DEVELOPMENT

INFANTRY LIEUTENANT EDUCATION

4-4. Following commissioning, Infantry lieutenants attend the Infantry Basic Officer Leaders Course (I-BOLC). The I-BOLC course takes the graduate of OCS/BOLC I and continues his development with the mission to educate and train Infantry lieutenants who are competent, confident, and professional leaders; able to lead platoons to fight and win in any operational environment.” The I-BOLC end state: A physically rugged, competent and confident Infantry officer proficient in Infantry skills who is adaptable, flexible, and prepared to train and lead Infantry platoons on any mission in any terrain. To further the development and tactical and technical proficiency required of Infantry officers there are a multitude of functional and combat/specials skills courses available following I-BOLC. It is the goal of the branch to provide all Infantry lieutenants with the opportunity to attend the Airborne Course and Ranger Course following I-BOLC. The Infantry expects all Infantry lieutenants to volunteer and complete Ranger training. The Ranger course develops the technical and tactical proficiency of Soldiers to improve their ability to plan and conduct missions to close with and destroy the enemy in direct ground combat normally associated with Infantry platoons. Successful completion of the Ranger Course is an indication that an officer possesses the skills and stamina necessary to effectively lead Soldiers in the Infantry.

4-5. Any officer assigned to an ABCT or SBCT unit following IBOLC will attend the Bradley Leader’s Course or Stryker Leader’s Course. Some officers are selected to attend the Infantry Mortar Leader Course (IMLC), the Reconnaissance and Surveillance Leaders Course (RSLC), or the Pathfinder Course.

4-6. Regardless of unit of assignment and follow-on schools, the objective is for Infantry lieutenants to serve no longer than 10 months at Fort Benning to ensure that they can complete the requisite assignments in their first duty station to provide them with the skills, knowledge, and experience necessary to build a successful foundation.

INFANTRY CAPTAIN EDUCATION

4-7. Completion of the Maneuver Captain Career Course (MCCC) is mandatory during this period. Specialized training will be scheduled for officers after MCCC on an as-needed basis. Ideally most, if not all, officers attending MCCC will be assigned to a different type of Infantry organization (vehicular or non-vehicular) than they served in at their first duty station. Exceptions may be made based on operational needs. Infantry officers who have not successfully completed the Ranger course should attend prior to or immediately following their career course. Infantry captains on orders to an ABCT as a first time assignment will attend the Bradley Leaders Course and those assigned to SBCTs will attend the SBCT Leader Course prior to reporting.

OPERATIONAL DOMAIN

INFANTRY LIEUTENANT ASSIGNMENTS

4-8. The typical Infantry lieutenant will be assigned to a Brigade Combat Team as his first unit of assignment. The key assignment during this phase is serving as a platoon leader in an operating force unit. Early experience as a rifle platoon leader is critical, as it provides Infantry lieutenants with the opportunity to gain tactical and technical expertise in their branch while developing leadership skills. In addition, a limited number of Infantry lieutenants will serve as generating force company executive officers or staff officers. Other typical assignments for lieutenants are battalion specialty platoon leader (recon, mortar, or weapons), company executive officer, or battalion staff officer. An Infantry officer may also serve in a staff position after promotion to captain, but prior to attendance at the Maneuver Captain Career Course (MCCC).

4-9. Each Infantry lieutenant must complete all BOLC phases, successfully serve as a rifle platoon leader in an operating force assignment, and continue development of his technical and tactical abilities through assignment to a specialty platoon, executive officer, or in a staff position. The goal is a lieutenant with an understanding of how to employ an Infantry Platoon independently or in

support of a company or larger combined arms team. He should have a working knowledge of special operations and close air support (CAS). A limited number of Infantry lieutenants will also serve in generating force assignments as executive officers, instructor/writers, or commanders prior to attending MCCC.

INFANTRY CAPTAIN ASSIGNMENTS

4-10. The key assignment for a captain is command of an operating force Infantry company for 12 to 18 months for a single command and no more than 24 months for two commands. Infantry captains should bear in mind that they will most likely be assigned to a type of Infantry unit they did not serve with as a lieutenant (vehicular or non-vehicular).

4-11. Officers who command generating force companies encounter significant responsibilities and are, therefore, extremely well prepared for operating force command. Generating force company commanders having their first commands at the U.S. Army Infantry School will be given a follow-on operating force assignment and the opportunity to compete for company command in operational BCTs. The Infantry encourages officers to seek company command opportunities on Fort Benning prior to attendance at MC3. Infantry captains can expect to command within these organizations for 10 to 12 months and then immediately attend MCCC. Officers that command in these generating force assignments will be provided the opportunity to compete for command in operating force units.

4-12. Captains should aggressively seek command and developmental assignments in battalion and brigade level staff positions in order to further their understanding of Infantry leadership and tactics. Some officers will have the opportunity to compete for selection and assignment to unique units where they may command again, such as the 75th Ranger Regiment, 3rd Infantry Group (Old Guard), Special Missions Units (SMU), and the Ranger Training Brigade.

4-13. Upon completion of company command, a wide variety of developmental assignments are available. The purpose of these assignments is to meet critical Army requirements, further develop the officer's knowledge base and provide him broad professional experience. Developmental assignments for Infantry captains include:

- Service school instructor or small group leader.
- Aide-de-camp.
- Active Component/Reserve Component (AC/RC) and CTC observer/controller-trainer (O/C-T) or staff positions.
- Generating Force staff.
- Doctrine developer.
- Training developer.
- ACOM and higher-level DA staff.
- USMA faculty and staff.
- U.S. Army Recruiting Company Command and Staff.
- Reserve Officers' Training Corps (ROTC) Assistant Professor of Military Science.
- Multinational and Coalition Trainer and Staff Officer.
- Army Sponsored Fellowships and Scholarships.
- Other combat arms or branch generalist positions.
- JIIM organizations and commands.

4-14. The key assignment for an Infantry captain is successful service as a company commander. There is no substitute for operational company command, which develops an Infantry officer's leadership and tactical skills, and prepares him for future leadership assignments at successively higher levels of responsibility. The goal is to provide each Infantry captain with 18 months (+/-six months) company command time; however, the key is the quality of the experience rather than time. In some cases, unit demands may require Infantry captains to serve as company commanders of other organizations to meet operational needs. Also, Infantry captains should expand their tactical and technical capabilities through assignment as a battalion staff officer before reassignment away from a brigade combat team. A limited number of Infantry captains serve on transition teams.

GUIDED AND PERSONAL SELF-DEVELOPMENT

INFANTRY LIEUTENANT GUIDED AND PERSONAL SELF-DEVELOPMENT

4-15. During this phase, Infantry officers hone their leadership, tactical, and technical skills, and concentrate on those critical tasks required to accomplish their wartime mission while winning on the battlefield. The officer should begin to develop a thorough understanding of combined arms operations in a joint environment.

4-16. Self-development during this phase should focus on Infantry tactical fundamentals, troop leading procedures, leadership skills, organizational maintenance, resupply operations, basic administrative operations, and other branch technical proficiency skills.

4-17. Infantry lieutenants must take the initiative to gain knowledge and experience for the next level of assignments and responsibilities as a captain. Self-improvement and development can be achieved through observing different activities and officers at the battalion and brigade levels, seeking out mentors and by gaining experience in other duty positions after successfully serving as a rifle platoon leader. The CSA's Professional Reading List for Company-Grade Officers is an excellent source of information to assist lieutenants in the self-development process. Additional resources are available through the US Army Maneuver Center of Excellence Maneuver Self-Study Program available on-line. For more information, refer to Appendix D.

INFANTRY CAPTAIN GUIDED AND PERSONAL SELF-DEVELOPMENT

4-18. During this phase, Infantry officers must hone their leadership, tactical and technical skills and concentrate on those critical tasks required to accomplish their wartime mission while winning on the battlefield. The officer should also begin to develop a more thorough understanding of combined arms operations in a joint environment. Captains must take the initiative to gain knowledge and experience for the next level of assignments and responsibilities as a field grade officer. Self-improvement and development can be achieved through observing staff activities at the battalion and brigade levels, seeking out mentors and by gaining experience in other duty positions after successful completion of company command. Officers should continue their professional military reading with books from the CSA's Professional Reading List for Field Grade Officers.

INFANTRY NONCOMMISSIONED OFFICER (11B) LEADER DEVELOPMENT

Infantryman 11B Professional Development Model						
Rank		PVT-PFC	SPC-CPL	SGT	SSG	SFC
Critical Operational Positions		Rifleman/Grenadier	Automatic Rifleman	Rifle Team Leader	Rifle Squad Leader	Platoon Sergeant
Critical Operational Assignment Time Objective		Serve in a diverse variety of SL1 Infantry Positions		24 Months TO&E Team Leader	24 Months Rifle Squad Leader	24 Months TO&E Platoon Sergeant
INSTITUTIONAL PILLAR	NCOES	OSUT	Air Assault Airborne Sniper	WLC	ALC	M-SLC
	1SPECIAL SKILLS		Air Assault Airborne Dragon Javelin Sniper Rappel Master	Air Assault Airborne, Anti Armor Leaders Crs Bradley Transition Crs Jumpmaster Master Gunner [SGT (P)] Ranger Sniper RSLC	Air Assault Airborne Anti Armor Leaders Crs Battle Staff Bradley Transition Crs Master Gunner Jumpmaster Pathfinder Ranger RSLC	Air Assault Airborne Air Tactical Ops Anti Armor Leaders Crs Bradley Transition Crs Jumpmaster Light Leaders Crs Master Gunner Battle Staff Pathfinder Ranger RSLC
		Other Operational Positions	Asst Gunner Ammo Bearer Driver, Ratelo, Scout	Anti Armor Specialist Ratelo, BFV/Stryker Driver, Grenadier, Scout, Sniper	BFV Gunner Anti Armor Squad Ldr Rifle Team Leader Senior Sniper	Bradley Section Leader Anti Armor Section Leader Bradley Master Gunner
Self Development Pillar		<ul style="list-style-type: none">Complete SSD 1Lead, conduct Squad PTAttend FAST training raise GT >110March a Rifle SquadInspect a Rifle SquadSoldier of the month		<ul style="list-style-type: none">Complete SSD 3NCO of the MonthConstruct a suspense fileConduct performance counselingAssess individual training statusesConduct performance oriented trainingSupervise operator maintenanceContinue civilian Education (1 year minimum prior to consideration for MSG)		<ul style="list-style-type: none">Complete SSD 4Supervise maintenance and logisticsEnforce AR 350-1, FM 7-22.7, and DA PAM 738-751Know/apply AR 600-20Continue civilian education
All Soldiers should read the US Army Chief of Infantry's professional reading list. Links available: <u>Chief of Infantry Reading List</u> <u>MCoE Self Study Program</u>		STP 21-1 SMCT, FM 7-22, TC 3-21.5, AR 670-1 Appropriate -10, FM 3-21.8, FM 4-25.11		STP 21-24 SMCT, DA PAM 600-25, ADP 7-0, FM 6-22, TC 3-25.26, Appropriate -10s, Battle Drills		DA PAM 600-25, FM 1-02 FM 3-11, ADP 7-0, AR 750-1,
Recommended Publications for Improved soldier self-development		Special Assignments: Soldiers selected for and successfully perform in Special Assignments demonstrate greater abilities and potential than those who do not. Soldiers should continue to develop themselves to become eligible for Special Assignments in order to advance. ⁴		Drill Sergeant, Recruiter		DA PDNCO, Drill Sergeant, EOA, Instructor, IG, O/C-T, Career Mgt NCOs, ROTC, AA/RC Advisor
Promotion		6 Months- PV2 TIS 12 Months-PFC TIS	24 Months- SPC TIS SPC- 8 Years TIS SPC(P)- 8 Years TIS	SZ- 18 Months TIS PZ- 36 Months TIS SGT- 14 Years TIS SGT(P)- 14 Years TIS	SZ- 48 Months TIS PZ- 72 Months TIS SSG- 20 Years TIS SSG(P)- 26 Years TIS	Announced by DA SFC- 26 Years TIS SFC(P)- 29 Years TIS
Retention Control Point		Infantrymen should serve in a variety of assignments across all BCT types (ABCT, IBCT, and SBCT). Infantrymen should continue to strive for the Expert Infantryman Badge (PVT through MSG/1SG).				
Notes: ¹ Soldier's enroute to or in a coded position for the skill should attend. ² SLC and ALC students are offered the opportunity to attend the Ranger and other Functional Courses before returning to units (pending availability) ³ Upon completion of Battle Staff Course, the operations sergeant should remain in the operations position for a minimum of 12 months. ⁴ Soldiers should not serve more than one tour in a special assignment position in each grade. ⁵ Available to SGT(P) and higher.						
A complete Professional Development Model is available on-line via the Army Career Tracker website at https://actnow.army.mil/						

Figure 4-2. Infantry NCO (11B) Professional Development Model

4-19. **Infantryman NCO (11B) Duties.** The Infantryman serves, leads, or supervises as a member of an Infantry organization that employs individual small-arms weapons or heavy antiarmor crew-served weapons, either mounted or dismounted, in support of offensive and defensive combat operations. Commanders and command sergeant majors (CSMs) ensure Soldiers are serving in appropriate developmental assignments and know how these assignments affect promotion and career development to ensure Infantrymen remain the bedrock of the nation's fighting force, and to continue to provide dynamic and flexible NCOs and leaders to the force who are prepared to win on any battlefield across the full range of military operations. (For specific information refer to DA PAM 600-25, Chapters 1- 4.)

INSTITUTIONAL DEVELOPMENT

ENLISTED

SERGEANT (SKILL LEVEL 2)

4-20. NCOES courses at this rank include the Warrior Leader Course and the Advanced Leaders Course (ALC). All Sergeants should strive to graduate from the Ranger Course. Some Sergeants may attend additional functional courses such as: Air Assault, Airborne, Bradley Transition, CBRN Defense, Combatives Master Trainer, Combat Life Saver, Drivers Training, Hazardous Material, Heavy Weapons Leader Course, Jumpmaster, Long/Short Range Marksman, Master Resiliency Training, Pathfinder, Rappel Master, Reconnaissance and Surveillance Leaders Course, Small Arms Weapons Expert, Sniper, Special Forces Military Free Fall Operations, Special Forces Combat Diving Supervisor, Squad Designated Marksman, Stryker Leaders, Stryker Master Trainer, Stryker Transition, Tactical Air Operations, UAV/UGV Operator/Instructor, Vehicle Crew Evaluator, etc.

STAFF SERGEANT (SKILL LEVEL 3)

4-21. The NCOES courses for a SSG are the Advanced Leaders Course (ALC) and Maneuver Senior Leaders Course (M-SLC) SSG(p) only. All SSGs should strive to graduate the Ranger Course. Additional training is available through functional courses such as: Air Assault, Airborne, Battle Staff NCO, Bradley Leaders, Bradley Master Gunner, Master Fitness Trainer, CBRN Defense, Combatives Master Trainer, Combat Life Saver, Drivers Training, Hazardous Material, Heavy Weapons Leader Course, Jumpmaster, Long/Short Range Marksman, Master Resiliency Training, Pathfinder, Rappel Master, Reconnaissance and Surveillance Leaders Course, Small Arms Weapons Expert, Sniper, Special Forces Military Free Fall Operations, Special Forces Combat Diving Supervisor, Squad Designated Marksman, Stryker Leaders, Stryker Master Trainer, Tactical Air Operations, UAV/UGV Operator/Instructor, U-COFT/BATS Senior Instructor/Operator, Vehicle Crew Evaluator, etc.

SERGEANT FIRST CLASS (SKILL LEVEL 4)

4-22. SFCs should be graduates of the Maneuver Senior Leaders Course. All SFCs should strive to graduate the Ranger Course. Functional training courses associated with MOS 11B SFCs include: Air Assault, Airborne, Battle Staff NCO, Bradley Leaders, Bradley Master Gunner, CBRN Defense, Combatives Master Trainer, Combat Life Saver, Drivers Training, Hazardous Material, Heavy Weapons Leader Course, Jumpmaster, Long/Short Range Marksman, Master Resiliency Training, Master Fitness Trainer, Pathfinder, Rappel Master, Reconnaissance and Surveillance Leaders Course, Small Arms Weapons Expert, Sniper, Special Forces Military Free Fall Operations, Special Forces Combat Diving Supervisor, Squad Designated Marksman, Stryker Leaders, Stryker Master Trainer, Tactical Air Operations, UAV/UGV Operator/Instructor, U-COFT/BATS Senior Instructor/Operator, Vehicle Crew Evaluator, etc.

OPERATIONAL DOMAIN

SERGEANT (SKILL LEVEL 2)

4-23. The key assignment for a Sergeant is as a Fire Team Leader. Developmental assignments include Ammunition Section Leader, Anti-Armor Team Leader, Assistant Team Leader (Surveillance/Reconnaissance Teams, Scout, and Pathfinder), Assault Platoon Squad Leader, BFV Commander/Gunner, Operations Sergeant/Assistant Operations Sergeant, Senior Sniper, Senior RATELO, Stryker Commander, etc. A sergeant should spend approximately 75 percent of his assignments in the operational Army at battalion level and below. Although some SGTs may be placed in priority Generating Force positions such as Instructor, Recruiter, or Drill Sergeant, the majority of these NCOs are serving in SSG positions. Within the Infantry there are many opportunities for personnel to serve in a wide variety of non-traditional assignments that support Overseas Contingency Operations (OCO) or DA Directed mission. Because these assignments vary in scope and responsibility, they are typically staffed by NCOs according to the needs of the Army. Due to unique and non-standard mission requirements, personnel must meet certain requirements for assignment in this capacity.

STAFF SERGEANT (SKILL LEVEL 3)

4-24. The key assignment for a SSG is as a rifle squad leader. SSGs should serve a minimum of 24 months as a rifle squad leader within rifle companies of Armored, Infantry, or Stryker BCTs. Additional developmental positions include: Ammunition Chief, Anti-Armor Squad Leader, BFV/Assault Platoon Section Leader, BFV Master Gunner, LRS Team Leader, Operations Sergeant/Assistant Operations Sergeant, Reconnaissance Specialist, Scout Squad Leader, Vehicle Commander, Weapons Squad Leader, etc. SSGs should focus on serving a minimum of 36 months in operational assignments to develop and refine their leadership skills at the squad and platoon level before serving in temporary or special duty assignments. The majority of MOS 11B Infantry SSGs will be assigned to a Generating Force position in their career. These assignments are predominately as Recruiters, Drill Sergeants, Instructors, and O/C-Ts at CTCs. There are also many opportunities for personnel to serve in a wide variety of non-traditional assignments in support of OCO and DA directed missions. These assignments vary in scope and responsibility, and are typically staffed by NCOs according to the needs of the Army. Due to unique and non-standard mission requirements, personnel must meet certain requirements for assignment in this capacity. Based on CSA manning guidance, NCOs may be assigned in a non-traditional role before attaining minimum requirements in key leadership positions within the operational force. These positions include: Joint Manning Document Positions; Force Protection NCO; Rear Detachment NCO; Warrior Transition Units, Transition Teams; Provincial Reconstruction Teams; Force Protection NCOs; Multi-National Headquarters Operations NCO; Embedded Advisors and Trainers; etc.

SERGEANT FIRST CLASS (SKILL LEVEL 4)

4-25. The key assignment for a SFC is Platoon Sergeant in an operational unit. All SFC should serve a minimum of 24 months rated time in a PSG position. As such, SFCs must seek this assignment aggressively. Successful assignments as Platoon Sergeants enhance the combat leading ability of SFCs and increase their potential for selection to MSG. Developmental assignments include Bradley Master Gunners, Operations/Assistant Operations Sergeants, Senior Intel Sergeants, Team Sergeants in Special Reconnaissance/LRS Organizations, etc.

GUIDED AND PERSONAL SELF-DEVELOPMENT

4-26. All MOS 11B Soldiers should complete the appropriate levels of SSD in accordance with established Army policies and timelines.

4-27. The quality and success of a Soldier's career is in direct proportion to the Soldier's consistent commitment to excellence, regardless of the mission. Soldiers should focus their self-development (skill levels 1-4) to prepare themselves for positions of greater responsibility. Leaders have a responsibility to mentor their Soldiers' self-development to assist them in achieving their individual goals and meeting the Army's needs. Soldiers should take advantage of as many military courses as possible. The OPTEMPO of

tactical assignments may limit the opportunity for civilian education; however, those Soldiers willing to make the required sacrifices should seize the available opportunities. College Level Examination Program (CLEP), Defense Activity for Nontraditional Education Support (DANTES), and GoArmyEd are available for those Soldiers unable to pursue formal civilian courses. Pursuing a college education is not a mandatory requirement but one that will place you above your peers. CLEP and DANTES are other resources for converting previously acquired knowledge or training into college credit. College education is a critical aspect of the self-development program and Soldiers should plan their college program around a degree that relates to their MOS using information provided on the Service members Opportunity Colleges Army Degree SOCAD web site.

4-28. Opportunities exist for Soldiers to participate in various correspondence courses to accomplish individual educational objectives. Soldiers with GT scores below 100 should seek to improve their scores through Functional Academic Skills Training (FAST), not only for self-improvement but to improve their options for reenlistment and to meet course prerequisites. The Army Correspondence Course Program (ACCP) also provides excellent educational advancements in continued education, leadership, and technical proficiency. Education opportunities can be found at the Army Continuing Education System (ACES) website. Soldiers may also enroll in GoArmyEd, an Army program that gives Soldiers the opportunity to pursue a degree program completely online, and may also earn promotion points for technical certification. A list of certifications can be found on the Credentialing Opportunities Online (COOL) website. For information on these and other education programs, visit the Army Education Center (AEC) on your installation.

4-29. There is no requirement for enlisted personnel to earn a college degree; however, Soldiers are challenged with employing and operating extremely complex technical equipment in order to engage and destroy the enemy while operating in a full spectrum environment. Based on this requirement, it is highly encouraged for all Soldiers to pursue college education to better prepare them for the modern battlefield environment, which requires an educated force. While not a requirement for promotion, but keeping in line with continuously seeking self-improvement, the Army has established that all NCOs should strive to complete 60 credits of college through the course of their careers. Infantrymen with an Associate degree or higher, in conjunction with a balanced military education, may set themselves above their peers when being considered for advancement. While no established benchmarks exist, the following guidelines are desired when possible:

- Infantrymen selected for promotion to SFC have ideally completed a minimum of 15 semester hours.
- Infantrymen selected for promotion to MSG have ideally completed a minimum of 30 semester hours.
- Infantrymen selected for promotion to SGM have ideally completed a minimum of 60 semester hours.
- Infantry NCOs (11B) should familiarize themselves with DA PAM 600-25, Chapter 4, Infantry (CMF 11) Career Progression Plan to better understand their career progression as well as to facilitate discussions with the appropriate HRC Professional Development NCO or the Career Managers within the Office of the Chief of Infantry.
- Infantrymen should utilize the resources available through the Maneuver Center of Excellence's (MCoE) Maneuver Self-Study Program available online, in their self-development plans.

INDIRECT FIRE INFANTRY NONCOMMISSIONED OFFICER (11C) LEADER DEVELOPMENT

Infantryman 11C Professional Development Model					
Rank	PVT-PFC	SPC-CPL	SGT	SSG	SFC
Critical Operational Assignments	Ammo Bearer Assistant Gunner	Gunner	Squad Leader	Section Leader 1 Squad Leader	Platoon Sergeant 2 Section Leader
Critical Operational Assignment Time Objective	Serve in a diverse variety of SL1 Infantry Positions		24 Months TO&E Squad Leader	24 Months TO&E Squad Leader / Section Leader	24 Months Platoon Sergeant/ Section Leader
INSTITUTIONAL PILLAR	NCOES	OSUT Airborne Air Assault	WLC Air Assault Airborne IMLC Jumpmaster Pathfinder 4 Ranger RSLC	ALC Air Assault Airborne IMLC Jumpmaster Pathfinder 4 Ranger RSLC	MSLC Air Assault Airborne IMLC Jumpmaster Pathfinder 4 Ranger RSLC
	3 SPECIAL SKILLS				
Other Operational Positions	Asst Gunner Ammo Bearer Ratelo / Driver	Mortar Carrier Driver Stryker Driver	Section Leader Fire Direction Chief	Fire Direction Chief	None
TRAINING					
Self Development Pillar	Expert Infantryman Badge				
	<ul style="list-style-type: none"> Complete SSD 1 Lead, conduct Squad PT Attend FAST training raise GT >110 March a Rifle Squad Inspect a Rifle Squad Soldier of the month 	<ul style="list-style-type: none"> Military Drivers License Vehicle ID Sponsor soldier into Squad Continue civilian Education 	<ul style="list-style-type: none"> Complete SSD 3 NCO of the Month Construct a suspense file Conduct performance counseling Assess individual training statuses Conduct performance oriented training Supervise operator maintenance Continue civilian Education (1 year minimum prior to consideration for MSG) 	<ul style="list-style-type: none"> Complete SSD 4 Supervise maintenance and logistics Enforce AR 350-1, 350-17, and DA PAM 738-750 Know/apply AR 600-200 Continue civilian education 	
Special Assignments: Soldiers selected for and successfully perform in Special Assignments demonstrate greater abilities and potential than those who do not. Soldiers should continue to develop themselves to become eligible for Special Assignments in order to advance.	One Military School per year, Resident or Non-Resident (Correspondence Courses)				
	STP 21-1 SMCT, FM 7-22, TC 3-21.22, AR 670-1, Appropriate -10, FM 3-21.8, FM 4-25.11, FM 3-22.90, FM3-22.91, FM 3-21.90		STP 21-24 SMCT, DA PAM 600-25, ADP 7-0, FM 6-22, TC 3-25.26, Appropriate -10s, Battle Drills		DA PAM 600-25, FM 1-02, FM 3-11, ADP 7-0, AR 750-1
Retention Control Point	Infantrymen should serve in a variety of assignments across all BCT types (ABCT, IBCT, and SBCT). Infantrymen should continue to strive for the Expert Infantryman Badge (PVT through MSG/ISG).				
	6 Months- PV2 TIS 12 Months-PFC TIS	24 Months- SPC TIS	SZ- 24 Months TIS PZ- 36 Months TIS SGT- 14 Years TIS SGT(P)- 14 Years TIS	AC/RC Advisor, Drill Sergeant, EOA, O/C-T, Instructor, Recruiter, SZ- 48 Months TIS PZ- 84 Months TIS SSG- 20 Years TIS SSG(P)- 26 Years TIS	DA PDNCO, Drill Sergeant, EOA, IG, Instructor, O/C-T, Career Mgt NCO, ROTC, AC/RC Advisor Announced by DA SFC(P)- 29 Years TIS
A complete Professional Development Model is available on-line via the Army Career Tracker website at https://actnow.army.mil/					

Figure 4-3. Indirect Fire Infantry NCO (11C) Professional Development Model

4-30. **Indirect Fire Infantry NCO (11C) Duties.** The indirect fire Infantryman serves as a supervisor or as a member of a mortar squad, section, or platoon. Employs crew and individual weapons in offensive, defensive, and retrograde ground combat tactical operations. Commanders and CSMs ensure Soldiers are serving in appropriate developmental assignments and know how these assignments affect promotion and career development. (For Specific Information on MOS 11C refer to DA PAM 600-25, Chapters 1-4.)

INSTITUTIONAL DEVELOPMENT

SERGEANT (SKILL LEVEL 2)

4-31. NCOES courses at this rank include the Warrior Leader Course and the Advanced Leaders Course (ALC). All Sergeants should strive to graduate from the Ranger Course. Some Sergeants may attend additional functional courses such as: Air Assault, Airborne, CBRN Defense, Combatives Master Trainer, Combat Life Saver, Drivers Training, Hazardous Material, Infantry Mortar Leaders Course, Jumpmaster, Master Resiliency Training, Rappel Master, Reconnaissance and Surveillance Leaders Course, Stryker Leaders, Stryker Master Trainer, Stryker Transition, UAV/UGV Operator/Instructor, etc.

STAFF SERGEANT (SKILL LEVEL 3)

4-32. The NCOES courses for a SSG are the Advanced Leaders Course (ALC) and Maneuver Senior Leaders Course (M-SLC) SSG(p) only. All SSGs should strive to graduate from the Ranger Course. Additional training is available through functional courses such as: Air Assault, Airborne, Battle Staff NCO, CBRN Defense, Combatives Master Trainer, Combat Life Saver, Drivers Training, Hazardous Material, Infantry Mortar Leaders Course, Jumpmaster, Master Fitness Trainer, Master Resiliency Training, Pathfinder, Rappel Master, Reconnaissance and Surveillance Leaders Course, Stryker Leaders, Stryker Master Trainer, etc.

SERGEANT FIRST CLASS (SKILL LEVEL 4)

4-33. SFCs should be graduates of the Maneuver Senior Leaders Course and strive to graduate the Ranger Course. Functional training courses associated with MOS 11C SFCs include: Air Assault, Airborne, Battle Staff NCO, CBRN Defense, Combatives Master Trainer, Combat Life Saver, Drivers Training, Hazardous Material, Infantry Mortar Leaders Course, Jumpmaster, Master Fitness Trainer, Master Resiliency Training, Pathfinder, Rappel Master, Reconnaissance and Surveillance Leaders Course, Stryker Leaders, Stryker Master Trainer, UAV/UGV Operator/Instructor, etc.

OPERATIONAL DOMAIN

SERGEANT (SKILL LEVEL 2)

4-34. The key assignment for a SGT is as a Mortar squad leader/section leader. 11C SGTs may also serve in developmental positions within the Operating Force as Computer Operators or Fire Direction Center NCOs. (For Specific Information refer to DA PAM 600-25, Chapters 1- 4.)

STAFF SERGEANT (SKILL LEVEL 3)

4-35. The key assignment for SSG is as a mortar squad or section leader within Armored, Infantry, or Stryker BCTs. Additional operational assignments within these formations add to the developmental process, but do not replace the requirement to serve as a mortar squad or section leader. Staff Sergeants should focus on serving a minimum of 36 months in operational assignments to develop and refine their leadership skills at the squad and section level before serving in temporary or special duty assignments.

SERGEANT FIRST CLASS (SKILL LEVEL 4)

4-36. The key assignment for a SFC is that of a mortar platoon sergeant. Mortar Section Sergeants within the Cavalry Squadrons (formerly named ABCT Armored Reconnaissance Squadron; SBCT Reconnaissance,

Surveillance and Target Acquisition (RSTA) Squadron; and IBCT Mounted Reconnaissance Troop Reconnaissance Squadron) are not documented Platoon Sergeant positions; however, the duties and responsibilities of these positions equal or exceed the duties of documented 11C Platoon Sergeant Positions, and Soldiers who perform in this capacity should be considered equal to Mortar Platoon Sergeants in other formations. Successful assignments as Mortar Platoon Sergeants, or Section Sergeants as mentioned above, enhance the combat leading ability of SFCs and increase their potential for selection to MSG.

GUIDED AND PERSONAL SELF-DEVELOPMENT

4-37. MOS 11C Soldiers should complete the appropriate levels of SSD IAW established Army policies and timelines.

4-38. The quality and success of a Soldier's career is in direct proportion to the Soldier's consistent commitment to excellence, regardless of the mission. Soldiers should focus their self-development (skill levels 1-4) to prepare themselves for positions of greater responsibility. Leaders have a responsibility to mentor their Soldiers' self-development to assist them in achieving their individual goals and meeting the Army's needs. Soldiers should take advantage of as many military courses as possible. The OPTEMPO of tactical assignments may limit the opportunity for civilian education; however, those Soldiers willing to make the required sacrifices should seize the available opportunities. College Level Examination Program (CLEP), Defense Activity for Nontraditional Education Support (DANTES), and GoArmyEd are available for those Soldiers unable to pursue formal civilian courses. Pursuing a college education is not a mandatory requirement but one that will place you above your peers. CLEP and DANTES are other resources for converting previously acquired knowledge or training into college credit. College education is a critical aspect of the self-development program and Soldiers should plan their college program around a degree that relates to their MOS using information provided on the Service members Opportunity Colleges Army Degree SOCAD web site.

4-39. Opportunities exist for Soldiers to participate in various correspondence courses to accomplish individual educational objectives. Soldiers with GT scores below 100 should seek to improve their scores through Functional Academic Skills Training (FAST), not only for self-improvement but to improve their options for reenlistment and to meet course prerequisites. The Army Correspondence Course Program (ACCP) also provides excellent educational advancements in continued education, leadership, and technical proficiency. Education opportunities can be found at the Army Continuing Education System (ACES) website. Soldiers may also enroll in GOARMYED, an Army program that gives Soldiers the opportunity to pursue a degree program completely online, and may also earn promotion points for Technical Certification. A list of certifications can be found on the Credentialing Opportunities Online (COOL) website. For information on these and other education programs, visit the Army Education Center (AEC) on your installation.

4-40. There is no requirement for enlisted personnel to earn a college degree; however, Soldiers are challenged with employing and operating extremely complex technical equipment in order to engage and destroy the enemy while operating in a full spectrum environment. Based on this requirement, it is highly encouraged for all Soldiers to pursue college education to better prepare them for the modern battlefield environment, which requires an educated force. While not a requirement for promotion, but keeping in line with continuously seeking self-improvement, the Army has established that all NCOs should strive to complete 60 credits of college through the course of their careers. Infantrymen with an Associate degree or higher, in conjunction with a balanced military education, may set themselves above their peers when being considered for advancement. While no established benchmarks exist, the following guidelines are desired when possible:

- Infantrymen selected for promotion to SFC have ideally completed a minimum of 15 semester hours.
- Infantrymen selected for promotion to MSG have ideally completed a minimum of 30 semester hours.
- Infantrymen selected for promotion to SGM have ideally completed a minimum of 60 semester hours.

- Infantry NCOs (11C) should familiarize themselves with DA PAM 600-25, Chapter 4, Infantry (CMF 11) Career Progression Plan to better understand their career progression as well as to facilitate discussions with the appropriate HRC Professional Development NCO or the Career Managers within the Office of the Chief of Infantry.
- Infantrymen should utilize the resources available through the Maneuver Center of Excellence's (MCoE) Maneuver Self-study Program available online, in their self-development plans.

SECTION III - ARMOR BRANCH

4-41. Armor Branch serves two primary functions in support of Unified Land Operations (ULO). First to provide combined arms formations the capability to close with and destroy the enemy using fire, maneuver, and shock effect; second to provide cavalry and scout formations the capabilities to perform reconnaissance, and security during combined arms operations and wide area security operations.

ARMOR/CAVALRY OFFICER (19A) LEADER DEVELOPMENT

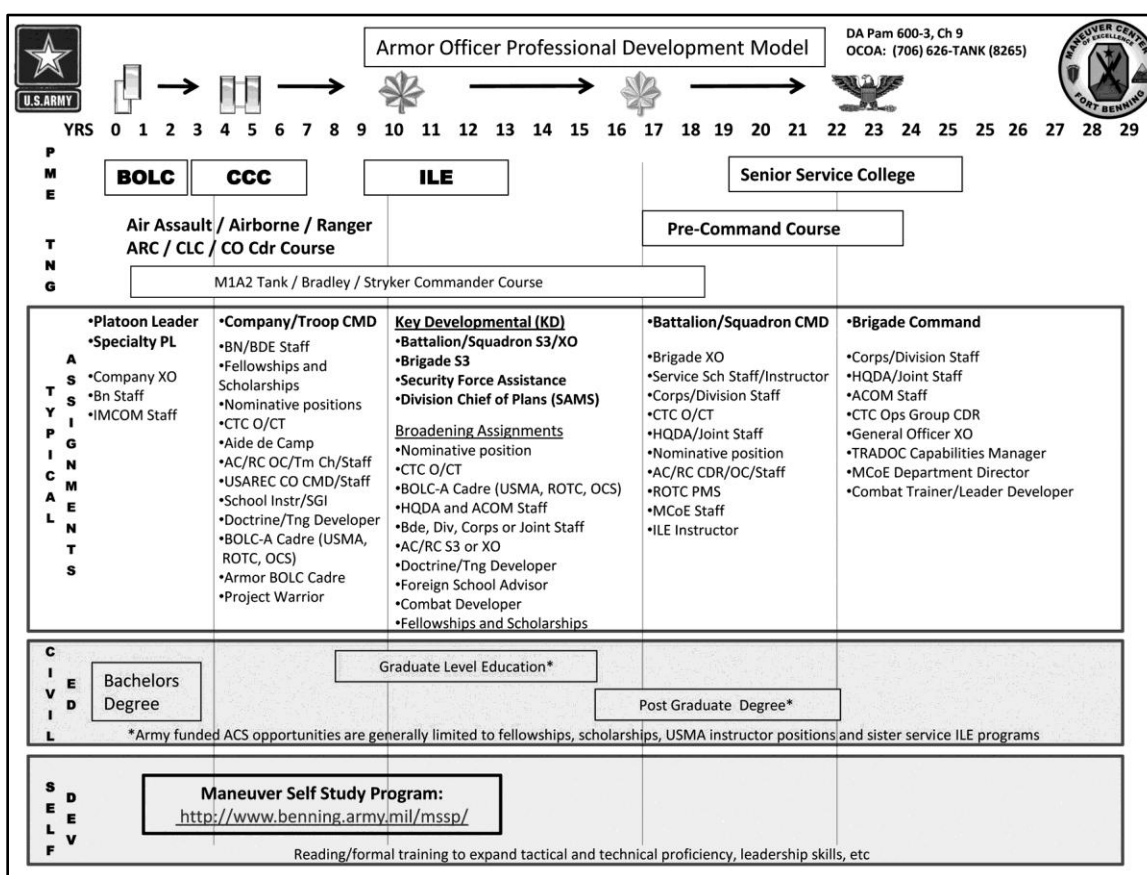
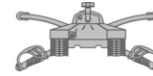
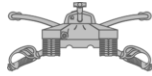


Figure 4-6. Armor and Cavalry Officer (19A) Timeline


INTELLIGENCES: Bodily-Kinesthetic, Interpersonal, Spatial

SKILLS: Armor & Cavalry officers are leaders of teams, expert in combined arms, and reconnaissance & security. They possess the technical and tactical competence, social and cultural awareness, and oral and written communications skills needed to cultivate trust, and teamwork. Armor and Cavalry officers are responsible for training their units for combat to defeat lethal, adaptive enemies in all types of terrain. Armor Officers lead their tank formations, closing with and destroying the enemy, and Cavalry officers lead scouts conducting reconnaissance and security. They are physically fit and mentally tough to succeed under the most adverse conditions. They are leaders who possess a flexibility of mind, able to utilize multiple technologies to devise solutions to complex and dynamic challenges. Armor and Cavalry officers are comfortable making decisions in ambiguous environments, developing courses of action, determining and mitigating risks, then precisely and effectively communicating plans to accomplish the task or mission.

KNOWLEDGE: The Armor branch desires officers with academic backgrounds that span the entire spectrum of disciplines and majors offered at our nation's undergraduate institutions.

➤ **RELEVANT TRAINING / EXPERIENCE:** Leadership role in team athletics; Cadet Troop Leading Time / Leader Development Time (CTLT / CLDT) with Armor or Basic Training / OSUT units; Armor / Cavalry PL; Staff Officer; Company / Troop CDR (not all inclusive).

➤ **RELEVANT CERTIFICATIONS / ACCREDITATIONS:** Army Reconnaissance Course; Reconnaissance and Surveillance Leaders Course; Cavalry Leaders Course; Ranger; Airborne; Air Assault.

BEHAVIORS: (In addition to foundational)

➤ ADAPTABLE
➤ AGILE
➤ COMMITTED
➤ DILIGENT

➤ DISCIPLINED
➤ DEPENDABLE
➤ FIT (PHYS / MENT)
➤ HARD WORKING

➤ INITIATIVE
➤ MORAL / ETHICAL
➤ MOTIVATING
➤ PROACTIVE

➤ PROBLEM SOLVING
➤ RESILIENT

Figure 4-7. Armor Officer Talent Management

INSTITUTIONAL DEVELOPMENT

4-42. Armor officers initially focus on development of the core technical and tactical Armor mobile protected firepower and reconnaissance and security skills. Following initial focus on skills development, Armor officers continually deepen their core skills while developing broader skills in Combined Arms Maneuver, Wide Area Security in support of Unified Land Operations as they progress through their careers. Armor officers fulfill their mission through: the application of mission command and synchronization and integration of warfighting functions; providing expertise on the employment of combined arms forces at all command levels; and developing doctrine, organizations, training, materiel and leaders necessary to support the mission.

ARMOR OFFICER COMPETENCIES AND SKILLS

4-43. Armor officers are valued for their skills as leaders, trainers and planners. Skills are acquired and perfected through realistic training, professional military education, self study and service in the most demanding positions. Armor branch values assignments in both the operational force and generating force. Armor officers are effective leaders that possess competence, confidence, social and cultural awareness, and effective oral and written communications skills to cultivate trust, teamwork and commitment, all oriented towards mission accomplishment. The goal of the branch is to provide each officer with a series of leadership, staff and functional assignments, institutional training, broadening and self-development opportunities to develop combined arms warriors with well-rounded backgrounds and the ability to successfully operate in the Joint, Interagency, Intergovernmental, and Multinational (JIIM) environment.

4-44. Armor officers should display consistent outstanding performance across a wide variety of operational and generating force assignments. Armor officers demonstrate excellence in their warfighting skills; technical and tactical proficiency; a well developed understanding of joint and combined arms warfare; a superior ability to integrate a wide variety of lethal and non lethal assets to support the mission; and the ability to lead, train, motivate and care for Soldiers. Armor officers maintain a high level of resilience to retain the ability to lead and operate across a myriad of organizations.

ARMOR AND CAVALRY LIEUTENANT EDUCATION

4-45. The professional development objective for this phase of an officer's career is to develop requisite baseline Armor branch skills, knowledge and attributes. The focus of the Armor lieutenant is on the development of Armor and Cavalry tactical and technical warfighting skills and the utilization of these skills in an operational assignment as a tank, MGS, or scout platoon leader.

4-46. Armor Basic Officer Leader Course (ABOLC) provides the Armor lieutenant the baseline skills necessary to function as a Tank and Scout platoon leader. Following ABOLC, Armor lieutenants attend select courses based on their anticipated first unit of assignment to prepare them for their specific assignments as tank, MGS, or scout platoon leaders. These courses include, but are not limited to: Army Reconnaissance Course (ARC), Airborne, Air Assault, Ranger, Infantry Mortar Leader Course (IMLC), Mechanized Leader Course (MLC), and Stryker Leader Course. ARC is required for all Armor lieutenants. Follow on courses will be synchronized to minimize the delay between courses and get the Lieutenant to the unit of assignment in the shortest time possible. The requisite courses for the Armor lieutenant will be based on the officer's initial assignment:

- **ABCT.** The officer attends the Army Reconnaissance Course (ARC) and is strongly encouraged to attend Ranger School. The officer will attend other functional training based on availability and the needs of the unit. If the dates for ARC and any other functional training conflict, ARC is the priority.
- **IBCT.** The officer will attend ARC. The officer is also required to attend Ranger School. If the dates for ARC and any other functional training conflict, ARC is the priority. Armor officers assigned to an IBCT Airborne brigade will also attend Airborne School enroute to their assignment.
- **SBCT.** The officer will attend ARC and is strongly encouraged to attend Ranger School. The officer will attend the Stryker Leader Course. The officer may also attend other functional training courses based upon availability and the needs of the unit. If the dates for ARC and any other functional training conflict, ARC is the priority.

ARMOR CAPTAIN EDUCATION

4-47. The professional development objective for this phase of an officer's career is to develop officers as a company/troup commander and staff officer in an operational unit. They may also professionally develop through successfully completing one or more command/staff assignments in the generating force. Completion of MCCC or a branch CCC is mandatory during this period. Some Armor officers will attend other branch CCCs or the Marine Corps Expeditionary Warfare School.

OPERATIONAL DOMAIN

ARMOR LIEUTENANT ASSIGNMENTS

4-48. The critical assignment during this phase is serving as a platoon leader in an operational force operational unit as a tank, MGS, or scout platoon leader.

4-49. Armor Lieutenants should be assigned as platoon leaders or staff officers in a Cavalry Squadron or Combined Arms Battalion upon completion of ABOLC and requisite functional training. The goal of the branch is to assign Lieutenants to the operational force as an initial assignment.

4-50. A limited number of Armor Lieutenants will serve as TRADOC training company executive officers or staff officers for up to 12 months followed by assignment to the operational force. Armor Lieutenants that have completed a minimum of 24 months in an operational force unit may be assigned as a TRADOC training company executive officer or staff officer.

4-51. Other typical assignments for Lieutenants are battalion or squadron specialty platoon leader (scout or mortar), company or troop executive officer, or battalion/squadron staff officer. An Armor officer may also serve in a staff position after promotion to Captain, prior to attendance at the Maneuver Captain's Career Course (MCCC).

ARMOR CAPTAIN ASSIGNMENTS

4-52. The key and developmental assignment during this phase is company/troop command in either the operational or generating Army. Service as a primary or assistant staff officer is also desirable. Armor officers may serve on operational or generating force unit staffs at the brigade/regiment and battalion/squadron level prior to and/or following command.

4-53. Most Armor officers will be assigned to a Brigade Combat Team immediately following completion of the Career Course. Armor Captains will attend the Cavalry Leader Course. All Armor Captains assigned to IBCTs will attend the Ranger Course. All Captains assigned to SBCTs will attend the Stryker Leader Course and are encouraged to attend the Ranger Course. All Captains assigned ABCTs are encouraged to attend the Ranger Course. Select Armor Captains will serve their company command and staff assignments initially in a generating force organization, with a follow-on assignment to an operational force assignment to compete for company command. Armor branch assigns a limited number of Armor Captains to a generating force command following an operational force assignment.

4-54. Upon completion of the Maneuver Captain's Career Course (MCCC) or equivalent course and company command, multiple broadening assignments are possible. The purpose of these assignments is to meet critical Army requirements, further develop the officer's knowledge base and provide the officer a more well-rounded professional experience. Armor Captains should serve in a broadening assignments following company command. The Armor Branch goal is to grow an inventory of officers who are tactically and technically proficient and have expanded their professional skills. Examples of assignments are:

- AC/RC Training Support Brigade trainer and staff
- Army Sponsored Broadening Opportunities Fellowships and Scholarships (refer to AR 627-1 for a complete listing).
- CTC Observer Combat Trainer.
- Project Warrior.
- Doctrine developer.
- Reserve Officers' Training Corps (ROTC) Assistant Professor of Military Science.
- MCoE or other CoE Small Group Instructor.
- Generating Force staff.
- Training developer.
- US Army Recruiting Company Command and Staff.
- USMA Service School faculty and staff.
- Warrior Transition Unit (WTU) Commander.
- Aide-de-Camp Positions.
- Other combat arms or branch generalist positions.

GUIDED AND PERSONAL SELF-DEVELOPMENT

4-55. Maneuver Self Study Program consists of books, articles, doctrine, films, lectures, and practical application exercises to help educate maneuver leaders about the nature and character of war, as well as their responsibilities to prepare their Soldiers for combat, lead them in battle, and accomplish the mission. The intent is to enhance understanding of the complex interaction between war and politics and to improve the effectiveness of maneuver leaders in complex environments and in combat against determined, adaptive enemies. Our Army must be prepared to fight and win our nation's wars and accomplish missions across the range of military operations. A commitment to learning across your career is critical to ensuring that you continue to grow as a leader and are prepared for increased responsibility.

ARMOR LIEUTENANT GUIDED AND PERSONAL SELF-DEVELOPMENT

4-56. Self-development during this phase focuses on Maneuver Leader Development Strategy (MLDS) tactical fundamentals, technical proficiency, troop leading procedures, leadership skills, gunnery, organizational maintenance, resupply operations, basic administrative operations, and resiliency and other

technical proficiency skills. Armor lieutenants are responsible to take the initiative to gain knowledge and experience to prepare themselves to be a Captain. Self-improvement and development is gained by observing different activities of both officers and NCOs at the battalion and brigade levels, mentorship, gaining experience in duty positions following a Tank, Scout and/or MGS platoon leader duties, and a well developed self-study program.

ARMOR CAPTAIN GUIDED AND PERSONAL SELF-DEVELOPMENT

4-57. During this phase, Armor officers will advance their leadership, tactical and technical skills, develop a mastery of training management, resiliency and concentrate on those critical tasks required to accomplish their wartime mission. The officer will develop a more thorough understanding of combined arms operations in a joint environment. Armor captains should initiate/complete a master's degree.

ARMOR/CAVALRY NONCOMMISSIONED OFFICER (19K, 19D) LEADER DEVELOPMENT

ARMOR NCO (19K) LEADER DEVELOPMENT

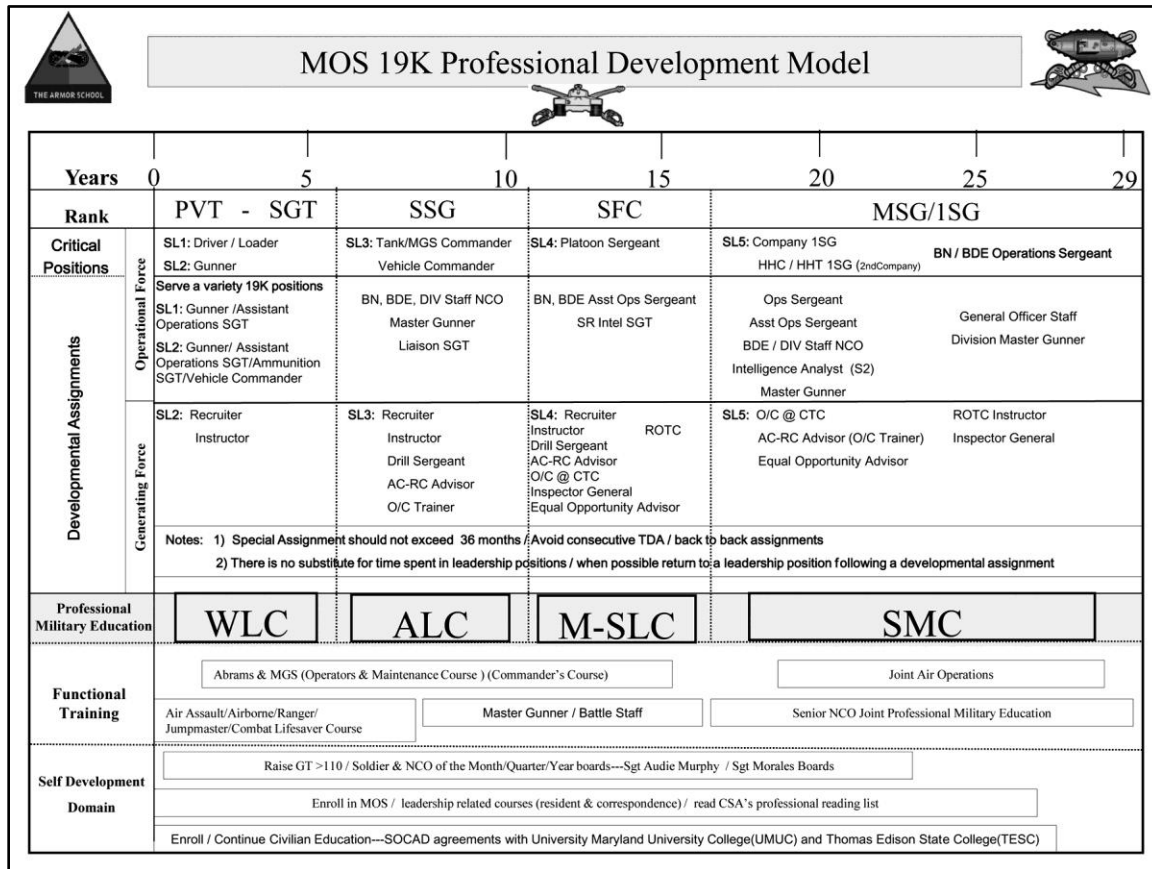


Figure 4-7. Armor NCO (19K) Professional Development Model

4-58. **Armor NCO (19K) Duties.** The Armor crewman's role on the battlefield is to close with and destroy enemy forces using firepower, mobility, and shock action; or to destroy the enemy's will to continue the battle. Some of the missions conducted by Armor crewmen are movement to contact, hasty attack, deliberate attack, and defend in sector.

INSTITUTIONAL DEVELOPMENT

SERGEANT (SKILL LEVEL 2)

4-59. Armor crewmen in rank of specialist/corporal (P) and sergeant attend the four-week Warrior Leader Course (WLC). This course emphasizes leadership training, communication skills, training management, selected common military skills, and duties, responsibility, and authority of the noncommissioned officer. Warrior Leader Course produces competent junior NCOs who are qualified team/section/squad leaders, and trainers of warfighting skills. Functional courses available to sergeants include the Mobile Gun System Commanders Course. Army National Guard (ARNG) NCOs may attend the M1A1 or M1A2 Tank Commanders Certification Course.

STAFF SERGEANT (SKILL LEVEL 3)

4-60. Armor Crewman Advanced Leader Course (ALC) teaches sergeants and staff sergeants to operate with tactical efficiency within Army doctrine as a tank commander within a platoon as part of a combined arms element. Staff sergeants should strive to attend one or more of the following functional courses: M1A2 Master Gunner, MGS Master Gunner, and Battle Staff Noncommissioned Officer Course. ARNG NCOs may attend the M1A1 Master Gunner Course.

SERGEANT FIRST CLASS (SKILL LEVEL 4)

4-61. Sergeants first class attend the two-phase Maneuver Senior Leader Course (M-SLC). Phase 1 is conducted as a resident course with training combining the two CMFs (11/19) in the same learning environment. Phase 2 is the MOS-specific phase conducted as a resident course (each MOS has its own Phase 2).

OPERATIONAL DOMAIN**SERGEANT (SKILL LEVEL 2)**

4-62. Sergeants should focus on developing troop leading skills, honing technical expertise, and laying a foundation of tactical knowledge. Assignments for career progression and to gain the necessary expertise to serve as a staff sergeant include tank gunner, MGS gunner, or senior gunner.

STAFF SERGEANT (SKILL LEVEL 3)

4-63. The critical assignment at this stage of the Armor crewman's career is tank commander or MGS commander. The Soldier should focus on refining and developing his leadership, tactical, and technical expertise. While the Armor Branch goal is for every staff sergeant to serve in each key leadership assignment, the critical factor is the quality of performance during the assignment, not the amount of time in position. The staff sergeant must aggressively seek leadership assignments in MOS developing positions prior to serving in a specialty assignment. Staff sergeants who have served as tank commanders or MGS commanders should take the opportunity to fill a platoon sergeant position.

SERGEANT FIRST CLASS (SKILL LEVEL 4)

4-64. The critical assignment at this stage of the Armor crewman's career is platoon sergeant. More than any other critical leadership assignment, platoon sergeant is the assignment a sergeant first class must have, and must excel in, to advance to MSG/1SG and SGM/CSM. The sergeant first class must take advantage of the opportunity to serve as a platoon sergeant. Due to Army requirements, if a sergeant first class passes up an assignment as a platoon sergeant, he may never get another opportunity. Without achieving and maintaining proficiency as a platoon sergeant, an MOS 19K sergeant first class will not be competitive for promotion to MSG. While the Armor Branch goal is for every sergeant first class to serve in each key leadership assignment, the critical factor is the quality of performance during the assignment, not the amount of time in position. Other operational assignments may include battalion/brigade assistant operations sergeant or master gunner. The sergeant first class who has served as a platoon sergeant should take the opportunity to fill a 1SG position.

GUIDED AND PERSONAL SELF-DEVELOPMENT**SERGEANT (SKILL LEVEL 2)**

4-65. Structured self-development (SSD) is a key area and one of three domains of training and leader development. SSD1 comprises 80-hours of structured self-development distributed learning which must be completed before attending WLC. Tasks are primarily focused at the team level and common leader and tactical skills. Soldiers must complete SSD I prior to attending WLC.

STAFF SERGEANT (SKILL LEVEL 3)

4-66. SSD III tasks are primarily focused at the platoon level. SSD III will be completed after ALC and prior to the Senior Leaders Course (SLC), previously known as the Advanced Noncommissioned Officers Course (ANCOC). Sergeants (P), staff sergeants, and sergeants first class are enrolled in SSD III automatically upon completion of all phases of ALC. ALC-CC (now called SSD II) must be completed prior to attending ALC.

SERGEANT FIRST CLASS (SKILL LEVEL 4)

4-67. SSD IV tasks are primarily focused at the battalion level. United States Army Sergeants Major Academy (USASMA) highly recommends that SSD IV be completed prior to assuming duties as a first sergeant. Completion of SSD IV is a prerequisite for attendance at the Sergeant Major Course.

4-68. Enrollment is through ATRRS/Channels Directory – Army/Self-development, which includes:

- SSD I: 1-250-C49-1
- SSD II: 600-C45
- SSD III: 1-250-C49-3
- SSD IV: 1-250-C49-4

4-69. Additional information can be found on the United States Army Sergeants Major Academy website.

CAVALRY SCOUT NCO (19D) LEADER DEVELOPMENT

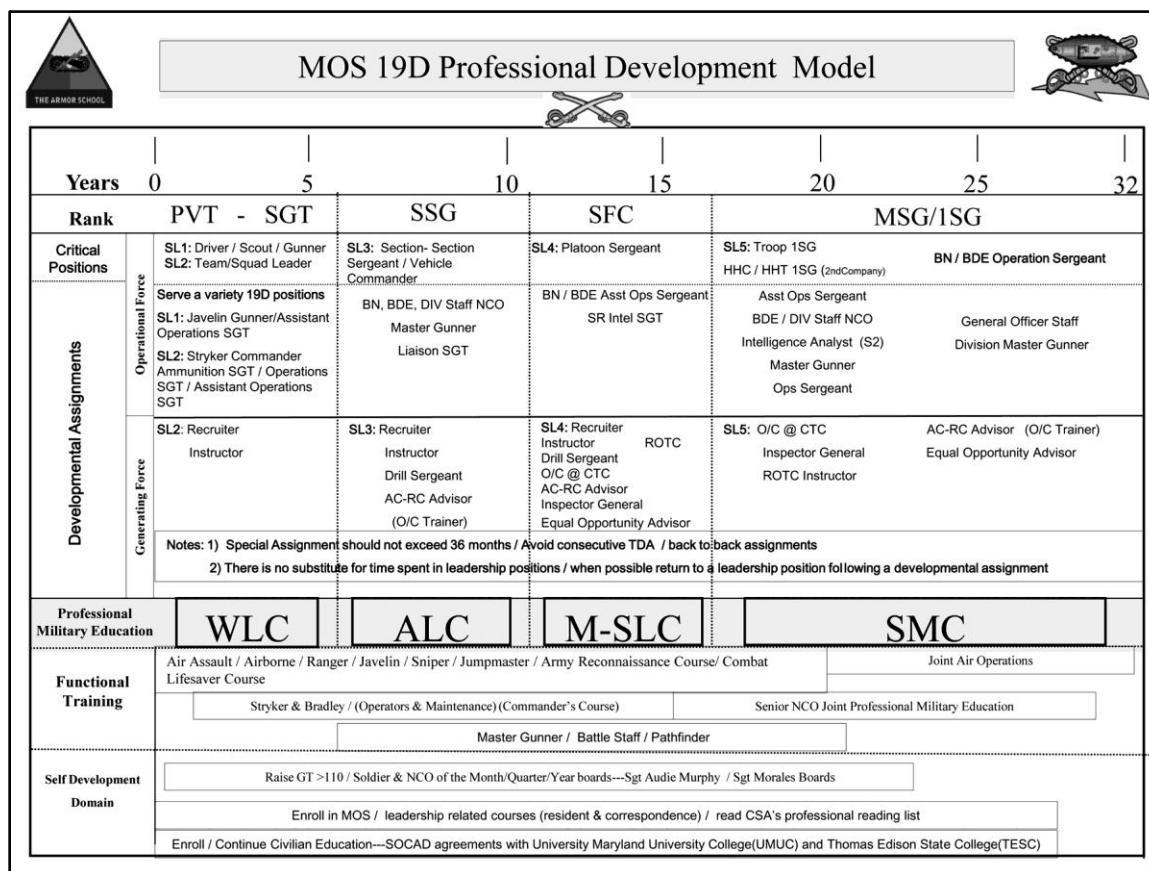


Figure 4-8. Cavalry Scout NCO (19D) Professional Development Model

4-70. **Cavalry Scout NCO (19D) Duties.** Cavalry Scouts perform three basic types of missions as part of combat operations: reconnaissance, security, and economy of force. The Cavalry Scouts must provide their commander with real time / accurate information about the terrain and enemy, preserve and protect other friendly units, and be prepared to fight and win as part of a combined arms team. Cavalry Scouts are valued for their warfighting skills that are acquired and perfected primarily through realistic training, professional military education, and service in the most demanding leadership positions the Armor Branch offers. That being the case, it is service with troops, where tactical and technical proficiencies are polished through practical application of warfighting skills that is of primary importance to the Armor Branch. The focus of the MOS 19D Professional Development Model is to seek key leadership positions in order to become MOS proficient as early as possible in each position (Team Leader, Scout Squad Leader, Scout Platoon Sergeant, and 1SG).

INSTITUTIONAL DEVELOPMENT

4-71. Cavalry Scout NCOs must be MOS trained at the USAARMS.

SERGEANT (SKILL LEVEL 2)

4-72. Sergeants attend the Warrior Leader Course (WLC), which emphasizes leadership training, communication skills, training management, selected common military skills, and duties, responsibility and authority of the noncommissioned officer. WLC produces competent junior NCOs who are qualified team/section/squad leaders and trainers of Warfighting Skills. Cavalry Scouts should make every effort to attend and graduate the Reconnaissance and Surveillance Leaders Course (RSLC), which teaches reconnaissance, surveillance and target acquisition fundamentals to Soldiers. Additionally, the 19D Cavalry

Scout should attempt to expand his professional development through attendance in one or more of the following courses or programs: Ranger, Airborne, Sniper, Air Assault, and Stryker/Bradley Operator and Maintenance course.

STAFF SERGEANT (SKILL LEVEL 3)

4-73. Staff Sergeants attend the Advanced Leader Course (ALC), which teaches sergeants and staff sergeants to operate with tactical proficiency within Army doctrine as a squad leader within a platoon as part of a combined arms element. SSGs should strive to attend the Army Reconnaissance Course (ARC), which develops confident and agile reconnaissance leaders who can operate in unpredictable combat and training environments within their commander's intent. SSGs assigned to an ABCT should strive to complete the Bradley Master Gunners Course. In addition, the 19D Cavalry Scout should attempt to expand his professional development through attendance in one or more of the following courses or programs: Ranger, Airborne, Sniper, Air Assault, Pathfinder, BATS Instructor/Operator (I/O), Stryker/Bradley Operator and Maintenance/Commander's Course. When possible the NCO should attend the Air Load Movement/Planner Course.

SERGEANT FIRST CLASS (SKILL LEVEL 4)

4-74. Sergeants First Class attend the Maneuver Senior Leader Course (M-SLC). M-SLC Phase 1 is conducted as a resident course with training combining the two CMFs (11/19) in the same learning environment. Phase 2 is the MOS-specific phase conducted as a resident course (each MOS has its own phase 2). SFCs should strive to attend Cavalry Leaders Course (CLC), which trains Noncommissioned Officers who are involved in the planning and execution of reconnaissance collection and tactical security tasks at the Troop and Squadron level, as well as Joint Asset Planners and operators who support ground operations. SFCs assigned to an ABCT should strive to attend the Bradley Master Gunner Course. Additionally, the 19D Cavalry NCO should attempt to expand professional development through attendance in one or more of the following courses or programs when possible: ARC, Battle Staff Course, Air Load Movement/Planner, Airborne, Air Assault, Pathfinder, or Ranger.

OPERATIONAL DOMAIN

SERGEANT (SKILL LEVEL 2)

4-75. Sergeants should focus during this phase of their career on developing troop leadership skills, honing technical expertise, and laying a foundation of tactical knowledge. The Sergeant should successfully serve as a CFV, Stryker, high-mobility multipurpose wheeled vehicle (HMMWV) commander, team or squad leader. These are positions for career progression and steps to gain the necessary expertise to serve as a SSG.

STAFF SERGEANT (SKILL LEVEL 3)

4-76. The critical assignments at this stage of the SSG's career are Scout Squad Leader and Vehicle Commander. The Soldier should focus on refining and developing his leadership, tactical, and technical expertise. The Armor Branch's guidance is for every SSG to serve at least a minimum of 24 months in each key leadership assignment. SSGs who fail to attain at least 24 months of rated critical leadership time should not be considered for promotion to SFC. Additionally, at this stage of a career there are competing Army requirements that often conflict with primary career development. The SSG must aggressively seek leadership assignments in MOS developing positions prior to serving in a specialty assignment however, SSGs who have served as Squad Leaders and Vehicle Commanders should take the opportunity to fill a Platoon Sergeant position when possible.

SERGEANT FIRST CLASS (SKILL LEVEL 4)

4-77. The critical assignment at this stage of the NCO's career is Scout Platoon Sergeant. More than any other critical troop leadership assignment, Platoon Sergeant is the assignment a Soldier must have - and must excel in—to advance to MSG/1SG and SGM/CSM. The SFC must take advantage of the opportunity to

serve as a Scout Platoon Sergeant whenever possible. A Platoon Sergeant is normally responsible for twenty eight or more Soldiers (depending on unit of assignment) and one Lieutenant. Due to Army requirements, if a SFC passes up an assignment as a Platoon Sergeant, he may never get another opportunity. Without the opportunity to achieve and maintain proficiency as a Platoon Sergeant, an MOS 19D SFC will not be competitive for promotion to MSG. The Armor Branch's guidance is for every NCO to serve at least a minimum of 24 months in each key leadership assignment. SFCs who fail to attain at least 24 months of rated critical leadership time as a Platoon Sergeant should not be considered for promotion to MSG. Other operational assignments may include Battalion/Brigade Assistant Operations Sergeant or Master Gunner. A SFC who has served as a Platoon Sergeant should take the opportunity to fill a 1SG position when possible.

GUIDED AND PERSONAL SELF-DEVELOPMENT

4-78. Self-development is a mandatory planned, progressive and sequential program followed by NCOs. It is comprised of individual study, education, research and professional reading. Self-development focuses on tactical fundamentals, technical proficiency, troop leading procedures, leadership skills, gunnery, organizational maintenance, resupply operations, basic administrative operations, resiliency and other technical skills. Armor crewmen are responsible to take the initiative to gain knowledge and experience. Self-improvement and development are gained by observing different activities of both officers and NCOs at the battalion and brigade levels, mentorship, gaining experience in duty positions following a Tank, Scout and/or MGS platoon duties, and a well developed self-study program.

4-79. The Army's goal is for every Soldier to become a Warrior Learner continuously learning and growing in their tactical, technical, and civilian education domains. Civilian education and military professionalism are not mutually exclusive; they are mutually supporting. Many self-development activities recommended in a PDM come from programs and services offered through the Army Continuing Education System (ACES), which operates education and learning centers throughout the Army.

4-80. Soldiers with a GT score below 100 may limit their options for functional training courses such as the tank, MGS and Bradley Master Gunner Courses, Pathfinder course, or broadening assignments such as AC/RC advisor, drill sergeant, recruiter or instructor. Armor Soldiers who have successfully served in these positions have repeatedly shown a higher propensity for promotion to the next higher rank. Ample opportunities exist for Soldiers to enroll in various correspondence courses to accomplish individual educational objectives. Soldiers with GT scores below 100 should seek to improve their scores through the Functional Academic Skills Test, commonly referred to as FAST.

4-81. The Army Correspondence Course Program (ACCP) also provides excellent educational advancements in continued education, leadership and technical proficiency. CLEP and DANTES are other resources for converting previously acquired knowledge or training into college credit. Soldiers may also pursue technical certification and earn promotion points through the Credentialing Opportunities On-line (COOL) Web site. For information on these and other education programs, visit the Army Education Center (AEC) on your installation.

SERGEANT (SKILL LEVEL 2)

4-82. Structured Self-Development (SSD) is a key area and one of three domains of training and leader development. SSD1 comprises 80-hours of structured self-development distributed learning which must be completed before attending WLC. Tasks are primarily focused at the team level and common leader and tactical skills.

STAFF SERGEANT (SKILL LEVEL 3)

4-83. SSD III tasks are primarily focused at the platoon level. SSD III will be completed after ALC and prior to attending the SLC. SGT(P), SSG, and SFC will be enrolled in SSD III automatically upon completion of all phases of ALC.

SERGEANT FIRST CLASS (SKILL LEVEL 4)

4-84. SSD IV tasks are primarily focused at the battalion level. United States Army Sergeants Major Academy (USASMA) highly recommends that SSD IV be completed prior to assuming duties as a first sergeant. Completion of SSD IV is a prerequisite for attendance at Sergeant Major Course. Additional information can be found on the United States Army Sergeants Major Academy website.

4-85. Maneuver Self-study Program consists of books, articles, doctrine, films, lectures, and practical application exercises to help educate maneuver leaders about the nature and character of war, as well as their responsibilities to prepare their Soldiers for combat, lead them in battle, and accomplish the mission. The intent is to enhance understanding of the complex interaction between war and politics and to improve the effectiveness of maneuver leaders in complex environments and in combat against determined, adaptive enemies. Our Army must be prepared to fight and win our nation's wars and accomplish missions across the range of military operations. A commitment to learning across your career is critical to ensuring that you continue to grow as a leader and are prepared for increased responsibility.

SECTION IV – ADDITIONAL DEVELOPMENTAL OPPORTUNITIES

4-86. Broadening assignments and opportunities—experiences or education in different organizational cultures and environments—are required to develop the capability to learn, and contribute outside one's own level of understanding for the betterment of the officer, noncommissioned officer, and the maneuver force. Through broadening assignments and opportunities, maneuver leaders develop competencies necessary to expand their perspectives beyond the tactical and operational levels, to include strategic leadership. Broadening assignments and opportunities vary between cohorts, ranks, branches and functional areas and are based on capabilities required in maneuver leaders. The objective of providing broadening assignments and opportunities is outlined in the table below.

Table 4-1. Steps to Broaden Assignments and Opportunities

Enhance capabilities to effectively operate within a JIIM environment and at the Joint staff, DA, ACOM, ASCC, and DRU headquarters level.
Maneuver leaders who can operate up to and including the strategic level in multiple environments.
Improve an officer's understanding of how the Army operates as an institution.
Foster maneuver leaders who are experts in their branch competencies, while also diverse in experiences and education.

GUIDANCE

4-87. Over the past decade captains have experienced increased time as a company/troop commander (18 to 24 months) with 36 to 48 months time-on-station. Although this provided unit stability in support of operational requirements, it did not afford time for broadening assignments and opportunities. Human resource command (HRC) is transiting to 12 to 18 months of key developmental time for captains, which allows 26 to 48 months of broadening following key developmental time.

CAPTAIN BROADENING OPPORTUNITIES

4-88. Commanders and leaders mentor junior officers in understanding the importance of broadening their experiences and education. Commanders and leaders manage company/troop command to afford officers broadening opportunities. Officers interested in broadening assignments must be self-aware, understand their career timeline, and begin to learn what opportunities exist during their key assignments as lieutenants. The first opportunity for broadening is following company/troop command. Broadening experiences fall into one of four bins (Functional, Institutional, Academia and Civilian Enterprise, and JIIM) as shown in the table below. (See Figures 3-6 and 3-7.)

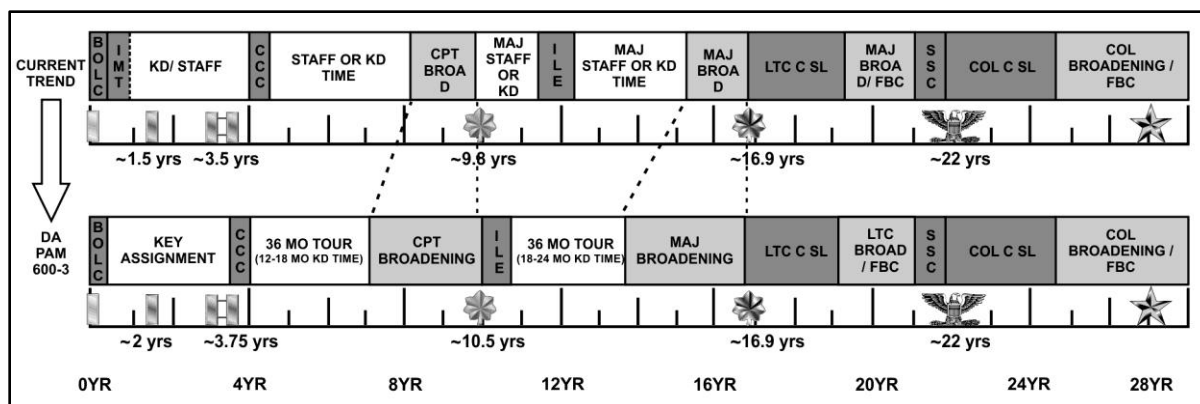


Figure 4-9. Broadening Assignments and Opportunities along the Officer Leader Development Career Continuum

4-89. Captain Broadening Opportunities: Commanders and leaders mentor junior officers in understanding the importance of broadening their experiences and education. Commanders and leaders manage company/troop command to afford officers broadening opportunities. Officers interested in broadening assignments must be self-aware, understand their career timeline, and begin to learn what opportunities exist during their key assignments as lieutenants. The first opportunity for broadening is following company/troop command. Broadening experiences fall into one of four bins (Functional, Institutional, Academia and Civilian Enterprise, and JIIM) as shown in the table below. (See Figure 3-6.)

Functional	Institutional	Academia & Civilian Enterprise	JIIM
ASCC Operations/Plans Officer WFF Chief CTC Observer/Controller-Trainer AC/RC Observer/Controller-Trainer TRADOC Small Group Leader Training/Operations Officer	CIG Action Officer SA/SCA/ASA/DCS ADC Special Assistant HRC Assignment Officer HQs TRADOC Operations Officer Analyst	CAC Doctrine Developer Training Developer Project Officer Officer Action Officer ASCCs Operations/Plans Officer USAREC Staff Company Command	JCS Intern PEOC Watch Officer OSD Watch Officer Transition Team

Figure 4-10. Captain Broadening Experiences

PROJECT WARRIOR

4-90. Captains serve two years as an observer/coach/trainer (OCT) at a maneuver combat training center (MCTC), followed by two years as a small-group instructor (SGI) at the MCoE. The intent of Project Warrior is to infuse observations, insights, and lessons gained from multiple MCTC decisive action rotations against hybrid threats back into the force through the MCoE. Project Warrior will only be successful if we get the right officers to participate. A Project Warrior officer should be a top 10 percent leader that might one day command a battalion. Small and selective by design, the program at end state will have 66 officers serving at the combat training centers and another 66 serving across the TRADOC CoEs.

BROADENING ASSIGNMENTS

4-91. Broadening assignments are developmental assignments that expose NCOs to attributes characteristics and core competencies outside of their traditional tactical assignments. These assignments span both the Operating and Generating Forces. Broadening assignments. NCOs can expect to be assigned to Generating Force positions while serving in the rank of SSG. These assignments are predominately as Recruiters, Drill Sergeants, Instructors, and O/C-Ts at CTCs. There are also many opportunities for personnel to serve in a wide variety of non-traditional assignments in support of OCO and DA directed missions. Because these assignments vary in scope and responsibility, they are typically staffed by NCOs

according to the needs of the Army. Due to unique and non-standard mission requirements, personnel must meet certain requirements for assignment in this capacity. Based on CSA manning guidance, NCOs may be assigned in a non-traditional role before attaining minimum requirements in key leadership positions within the operational force. These positions include: Reserve Officer Training Command; Joint Manning Document Positions; Force Protection NCO; Rear Detachment NCO; Warrior Transition Units, Transition Teams; Provincial Reconstruction Teams; Multi-National Headquarters Operations NCO; Embedded Advisors and Trainers.

4-92. Beginning at SFC the number of opportunities to serve in priority generating force assignments begin to shift away from those at lower grades. Although there are still a number of Instructor, Drill Sergeants, and OC-Ts, positions in higher level organizations such as Inspector General NCOs, Active Component to Reserve Component (AC/RC) Advisors, Reserve Officer Training Corps (ROTC) Instructors and Operations and Training NCOs, Equal Opportunity and Sexual Harassment/Assault Response and Prevention (SHARP) Advisors, and Career Management NCOs are filled by SFCs. Opportunities in SMUs are greater at the SFC grade plate and beyond and require specially trained NCOs to perform in demanding roles.

MANEUVER SELF-STUDY PROGRAM

4-92. The Maneuver Self-Study Program (MSSP), which consists of books, articles, doctrine, films, lectures, and practical application exercises, provides maneuver leaders the opportunity for structured and guided self-development designed to help educate maneuver leaders about the nature and character of war, as well as their responsibilities to prepare their Soldiers for combat, lead them in battle, and accomplish the mission. The MSSP provides individuals, leaders, and instructors with a discussion forum and links to social media for collaboration. The program encompasses professional reading, interactive dialogue, reflection, and mentoring. The intent is to enhance understanding of the complex interaction between war and politics and to improve the effectiveness of maneuver leaders in complex environments and in combat against determined, adaptive enemies.

4-93. Refer to the MCoE Maneuver Self-Study Program in Appendix D, Maneuver Self-Study Program. The complete self-study program can be accessed through the MCoE Warrior University.

Appendix A

Crosswalk General Learning Outcomes (GLOs) and Maneuver Learning Outcomes (MLOs) with Individual Tasks

The purpose of this appendix is to provide a crosswalk for a Commander to reference to meet the General and Maneuver Learning Outcomes for the indicated Soldier Competency. The following is a snapshot of some of the Individual Tasks that are associated the General Learning Outcomes and Maneuver Learning Outcomes. This list is not all inclusive and will continue to evolve as new tasks are developed and obsolete tasks are removed. 11B MOS is used as an example, and is not representative of 11C and 19 series tasks. For further information, complete Individual Critical Task Lists and Individual Tasks go to the [Central Army Registry](https://atiam.train.army.mil/catalog/catalog/search.html) at <https://atiam.train.army.mil/catalog/catalog/search.html> and search “ICTL” preceded by the appropriate MOS identifier.

11B – Corporal/Sergeant – Professional Competence (PC), (MLOs)

PC.1.1			
Employs effective and accurate fire to suppress and destroy the enemy in close combat by understanding the technical characteristics, capabilities, limitations, maintenance, and operation of all organic weapon systems (individual weapons, crew served weapons, unstable, and stabilized weapon platforms) optics, sights, and ammunition.			
Task Number	Task Title	GLO	MLO
071-001-0006	Engage Targets using the Weapon Systems on a Bradley Fighting Vehicle		PC 1.1
071-024-0005	Maintain the 25-mm Gun on a Bradley Fighting Vehicle (BFV)		PC 1.1
071-702-0006	Engage Targets with an M16-Series Rifle/M4- Series Carbine using an AN/PEQ-2 Series Target Pointer Illuminator/Aiming Light		PC 1.1
071-313-3452	Zero a Caliber .50 M2 Machine Gun		PC 1.1
071-217-0024	Operate the Missile Launcher System on a Stryker Anti-Tank Guided Missile Vehicle		PC 1.1
PC.1.2			
Executes the direct fire engagement process (target engagement, fire commands, methods and techniques of engagement) for weapon systems to apply effective, controlled, speedy, and accurate fire to suppress and destroy the enemy in close combat.			
Task Number	Task Title	GLO	MLO
071-217-0017	Engage Targets with a Machine Gun (MG) Mounted on a Stryker Vehicle Remote Weapon Station (RWS)		PC 1.2
071-056-1109	React to a Hangfire or Misfire of a M41 TOW Improved Target Acquisition System		PC 1.2
061-283-1011	Engage Targets with Indirect Fires		PC 1.2
071-730-0014	Identify Combat Vehicles		PC 1.2
071-025-0026	Engage Targets with an M240B Machine Gun Using an AN/PAQ-4 Series Aiming Light		PC 1.2

PC.1.3			
Controls the movement and direction of fires, fire discipline, and the application of fire (concentration and distribution of fires).			
Task Number	Task Title	GLO	MLO
061-283-1001	Determine Direction Within the Target Area		PC 1.3
061-283-1002	Locate a Target by Grid Coordinates		PC 1.3
061-283-1003	Locate a Target by Polar Plot		PC 1.3
061-283-1011	Engage Targets with Indirect Fires		PC 1.3
071-000-0005	Prepare a Range Card for a Machine Gun		PC 1.3
PC.1.6			
Conducts effective call for indirect, attack aviation, and close air support to destroy the intended target (lethal fires), or to impair, disrupt, or delay the performance of enemy operational forces (non-lethal fires).			
Task Number	Task Title	GLO	MLO
061-283-1003	Locate a Target by Polar Plot		PC 1.6
061-283-1004	Locate a Target by Shift from a Known Point		PC 1.6
PC.1.7			
Demonstrates knowledge of the principles and tactics associated with the offense, defense, and stability operations, and their role when operating as part of a larger element when operating independently.			
Task Number	Task Title	GLO	MLO
071-326-5605	Control Movement of a Fire Team		PC 1.7
PC.1.8			
Navigates—mounted and dismounted—using dead reckoning and terrain association with a map, compass, protractor, altimeter, global positioning system (GPS), and Force XXI Battle Command, Brigade-and-Below (FBCB2).			
Task Number	Task Title	GLO	MLO
113-610-2005	Navigate using the Defense Advanced Global Positioning System (GPS) Receiver (DAGR)		PC 1.8
171-170-0002	Perform Startup Procedures for Force XXI Battle Command Brigade-and-Below / Blue Force Tracking (FBCB2 / BFT)		PC 1.8
071-510-0001	Determine Grid Azimuth Using a Protractor		PC 1.8
071-510-0002	Compute Back Azimuths		PC 1.8
071-329-7017	Navigate Using an AN/PSN-11 Precision Lightweight Global Positioning System Receiver		PC 1.8
PC.1.10			
Employs mission command systems and communication systems to send and receive information; maintain situational awareness, coordinate with friendly units, employ fires, and identify enemy forces and civilian populations.			
Task Number	Task Title	GLO	MLO
171-300-0063	Operate the RT1523E SINCGARS ASIP Radio		PC 1.10
113-587-2001	Input Program Data in a Multi-band Inter/Intra Team Radio (MBITR)		PC 1.10
113-587-2002	Operate Multi-band Inter/Intra Team Radio (MBITR)		PC 1.10
113-587-2071	Operate SINCGARS Frequency Hopping (FH) (Net Members)		PC 1.10
113-589-2004	Operate TACSAT Radio Set AN/PRC-117() in all Modes of operation		PC 1.10

**Crosswalk General Learning outcomes (GLOs) and
Maneuver Learning Outcomes (MLOs) with individual Tasks**

PC.1.11 Collects and reports operationally relevant information through active and passive means.			
Task Number	Task Title	GLO	MLO
191-378-4222	Supervise the Operation of a Detainee Collection Point (DCP) or Detainee Holding Area (DHA)		PC 1.11
301-371-1050	Implement Operations Security (OPSEC) Measures		PC 1.11
301-35L-2527	Collect Counterintelligence Evidence		PC 1.11
331-38B-1019	Conduct Information Gathering Through Civil Affairs Operations		PC 1.11
PC.1.12 Assesses unit by conducting precombat checks, precombat inspections, inspections, rehearsals, after action reviews (AARs), and provides bottom-up feedback resulting in mission accomplishment and organizational success.			
Task Number	Task Title	GLO	MLO
071-328-5301	Inspect Personnel/Equipment		PC 1.12
PC.1.14 Protects personnel, equipment, facilities, and infrastructure from the effects of improvised explosive devices (IEDs).			
Task Number	Task Title	GLO	MLO
052-192-3262	Prepare for an Improvised Explosive Device (IED) Threat Prior to Movement		PC 1.14
052-192-1266	Locate Mines by Probing		PC 1.14
052-192-1279	Perform Detection Operations Using an AN/PSS-12 Mine Detector		PC 1.14
052-192-3261	React to an Improvised Explosive Device (IED) Attack		PC 1.14
052-193-1013	Neutralize Booby Traps		PC 1.14
PC.1.15 Applies Maneuver doctrine to achieve decisive action			
Task Number	Task Title	GLO	MLO
071-326-5605	Control movement of Fire Team		PC 1.15

11B – Corporal/Sergeant – Critical Thinking and Problem Solving (CP)(GLOs)

CP.1.1 Identifies and solves problems related to team missions.			
Task Number	Task Title	GLO	MLO
052-192-3262	Prepare for an IED threat prior to movement	CP 1.1	
071-420-0026	Conduct breach of a wire obstacle	CP 1.1	
071-440-0029	Conduct a breach during an urban operation	CP 1.1	
071-720-0009	Conduct a local security patrol	CP 1.1	

11B – Corporal/Sergeant – Comprehensive Fitness (CF)

CF.1.1 Implements personal health habits to increase personal health and fitness.			
Task Number	Task Title	GLO	MLO
071-600-0005	Enforce preventive medicine	CF 1.1	

11B – Staff Sergeant – Professional Competence (PC)

PC.2.1			
Performs Skill Level 1 - 3 Common and MOS tasks without supervision, as well as Skill Level 4 Tasks with limited supervision.			
Task Number	Task Title	GLO	MLO
071-332-5052	Conduct Roles of the Platoon Sergeant	PC. 2.1	
PC.2.2			
Understands five paragraph operations order, warning order and fragmentary order.			
Task Number	Task Title	GLO	MLO
071-326-5505	Issue an Operation Order (OPORD) at the Company, Platoon, or Squad Level	PC 2.2	
071-326-5626	Prepare an Operation Order (OPORD) at the Company, Platoon, or Squad Level	PC 2.2	
071-630-0001	Employ Common Operational Terms and Graphics at Squad Level	PC 2.2	
PC.2.3			
Uses troop leading procedures at squad/platoon level.			
Task Number	Task Title	GLO	MLO
171-121-4045	Conduct Troop Leading Procedures	PC 2.3	
PC.2.4			
Plans, rehearses, and leads squads to execute missions and the commander's intent (mission command).			
Task Number	Task Title	GLO	MLO
071-420-0028	Conduct a Squad Attack	PC 2.4	
071-430-0028	Consolidate and Reorganize a Unit	PC 2.4	
071-440-0003	Conduct an Attack on a Building by a Squad During an Urban Operation	PC 2.4	
071-440-0006	Conduct a Defense by a Squad During an Urban Operation	PC 2.4	
071-440-0014	Conduct an Attack on a Building by a Mounted Section/Squad During an Urban Operation	PC 2.4	
PC.2.5			
Applies knowledge of JIIM partners and operating environment to guide decisions before and during mission execution.			
Task Number	Task Title	GLO	MLO
171-610-0008	Display Knowledge of COIN Operations	PC 2.5	
PC.2.1			
Applies maneuver and flexible tactics, characterized by effective fire combined with skillful movement to gain and maintain an advantage over the enemy when in close combat.			
Task Number	Task Title	GLO	MLO
071-326-5804	Conduct a Point Antiarmor Ambush by an M2 BFV Section/Squad		PC 2.1
071-420-0028	Conduct a Squad Attack		PC 2.1
071-440-0003	Conduct an Attack on a Building by a Squad During an Urban Operation		PC 2.1
071-440-0006	Conduct a Defense by a Squad During an Urban Operation		PC 2.1
071-440-0014	Conduct an Attack on a Building by a Mounted Section/Squad During an Urban Operation		PC 2.1

**Crosswalk General Learning outcomes (GLOs) and
Maneuver Learning Outcomes (MLOs) with individual Tasks**

PC.2.2			
Navigates—mounted and dismounted—using dead reckoning and terrain association while considering the associated factors of travel time and distance, maneuver room needed, traffic ability and load bearing capacity of the soil (especially when mounted), and the ability to surprise and interdict the enemy along a route.			
Task Number	Task Title	GLO	MLO
171-170-0023	Employ Navigation Functions Using Force XXI Battle Command Brigade-and-Below / Blue Force Tracking (FBCB2 / BFT)		PC 2.2
171-170-0017	Employ Map Functions Using Force XXI Battle Command Brigade and-Below / Blue Force Tracking (FBCB2 / BFT)		PC 2.2
171-170-0047	Perform MAP Loading and MAP Management Procedures for Force XXI Battle Command Brigade-and-Below / Blue Force Tracking (FBCB2 / BFT)		PC 2.2
PC.2.3			
Develops and reports information through dismounted and mounted reconnaissance to rapidly develop the situation in close combat with the enemy and civilian populations.			
Task Number	Task Title	GLO	MLO
171-134-0009	Supervise Operator Maintenance on the Long Range Advanced Scout Surveillance System (LRAS3)		PC 2.3
171-134-0010	Supervise Preparation of the Long Range Advanced Scout Surveillance System (LRAS3) for Operation in HMMWV-Mounted Configuration		PC 2.3
171-134-0011	Supervise Preparation of the Long Range Advanced Scout Surveillance System (LRAS3) for Operation in Dismounted (TRIPOD) Configuration		PC 2.3
171-134-0012	Supervise Operation of the Long Range Advanced Scout Surveillance System (LRAS3)		PC 2.3
171-134-0013	Supervise Troubleshooting the Long Range Advanced Scout Surveillance System (LRAS3)		PC 2.3
PC.2.4			
Maneuvers mounted and dismounted elements.			
Task Number	Task Title	GLO	MLO
301-230-6001	Integrate CREW Systems		PC 2.4
301-230-6002	Manage CREW Systems		PC 2.4
052-703-9107	Plan for an Improvised Explosive Device (IED) Threat in a COIN Environment		PC 2.4
052-703-9113	Plan for the Integration of C-IED Assets in a COIN Environment		PC 2.4
PC.2.5			
Conducts a marksmanship/gunnery live fire range as a range safety officer (RSO).			
Task Number	Task Title	GLO	MLO
171-121-4021	Plan Range Operations		PC 2.5
171-121-4022	Plan Live Fire Range Operations		PC 2.5
171-121-4023	Conduct Live Fire Range Operations		PC 2.5

11B – Staff Sergeant – Critical Thinking and Problem Solving (CP)

CP.2.1 Identifies and solves problems related to squad missions.			
Task Number	Task Title	GLO	MLO
071-420-0028	Conduct a Squad Attack	CP 2.1	
071-430-0028	Consolidate and Reorganize a Unit	CP 2.1	
071-440-0003	Conduct an Attack on a Building by a Squad During an Urban Operation	CP 2.1	
071-440-0006	Conduct a Defense by a Squad During an Urban Operation	CP 2.1	
071-440-0014	Conduct an Attack on a Building by a Mounted Section/Squad During an Urban Operation	CP 2.1	

11B – Sergeant First Class – Professional Competence (PC)

PC.3.2 Writes five paragraph operations order, warning order, and fragmentary order.			
Task Number	Task Title	GLO	MLO
071-900-0003	Prepare an Operation Order for Publication	PC 3.2	
071-900-0001	Prepare an Operation Plan for Publication	PC 3.2	
PC.3.5 Demonstrates broad knowledge of the MOSs within the CMF, able to supervise all MOSs, and civilians performing in the CMF at platoon and below.			
Task Number	Task Title	GLO	MLO
071-600-0009	Coordinate with Supported Units	PC 3.5	
PC.3.6 Integrates JIIM considerations and partners into planning and executing platoon-level missions.			
Task Number	Task Title	GLO	MLO
071-410-0022	Conduct Key Leader Engagements	PC 3.6	
PC.3.7 Advises Platoon Leader on all matters related to platoon operations.			
Task Number	Task Title	GLO	MLO
071-450-0036	Conduct an Area Ambush by a Dismounted Platoon	PC 3.7	
071-450-0005	Conduct a Screen by a Platoon	PC 3.7	
071-420-0023	Conduct an Attack by a Platoon	PC 3.7	
071-420-0008	Conduct Mounted Movement by an Infantry Platoon	PC 3.7	
071-440-0012	Conduct an Attack by a Platoon During an Urban Operation	PC 3.7	

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Appendix B

Human Dimension Strategy

“Our modernization strategy should be centered on the Soldier, squad and platoon. I want to see the Army as our Nation’s leader for optimizing the human dimension with a system in place others want to emulate...It is about results.”

General Raymond Odierno, CSA

The Human Dimension supports the conduct of maneuver forces which requires adaptable Soldiers and Leaders to operate in decentralized, complex, unpredictable environments packed with hosts of friendly, neutral and adversarial forces, whose favor can be won or lost on the balance of sound or ill conceived decisions. To produce adaptable leaders, with the resiliency to overcome adversity, the Army must take a holistic approach to prepare our leaders across the physical, cognitive and social fabrics of the human dimension. They must be prepared physically and mentally to endure the stress of prolonged deployments, quickly ascertain knowledge from experiences, rebound from set-backs, make ethical decisions that adhere to socially acceptable behavior and develop new skills on emerging technologies and systems. They must possess the character and cognitive ability to understand the implications of individual and unit actions in a globally linked society and make quick decisions in a decentralized, fast paced environment with the available information and experience developed through deployments and training. They must be socially confident and skilled to operate in joint, interagency, intergovernmental and multinational environments cluttered with multitudes of actors with multiple agendas. Additionally, our maneuver leaders must be supported by similarly fit and resilient families and civilian work forces that allows them to focus their efforts on the mission at hand.

The U. S. Army Human Dimension Concept describes the Army’s posture on the optimization of Soldier performance as necessary to develop the adaptability required to win future wars. This strategy addresses the integration of currently available programs and initiatives to meet the initial intent of the Human Dimension Concept and directly support efforts to enhance leader development. Through a concerted effort to adopt a culture that champions the human dimension and human performance excellence across the maneuver force, leaders will become better prepared physically, cognitively and socially by holistically addressing these components through the use of current and emerging training and education techniques, technologies and programs.

SECTION I - OVERVIEW

PURPOSE AND SCOPE

B-1. This strategy informs maneuver leaders of the outcomes of the human dimension concept, communicates an ends, ways and means to operationalize specific human dimension learning outcomes relevant to the maneuver force, and further provides a menu of leader development opportunities. This strategy is required to inventory, consolidate, synchronize, and integrate the multiple human dimension-

labeled programs into a coherent framework that supports the Maneuver Leader Development Strategy across the institutional, operational and self-development domains.

B-2. This strategy:

- Informs maneuver leader of the strategic vision, outcomes and goals of the Human Dimension Concept.
- Provides the rationale and linkage of the human dimension as an enabler to leader development.
- Describes the maneuver leader learning outcomes which support the Human Dimension Concept intent and goals.
- Outlines the current near-term opportunities and resources available to achieve Maneuver Learning Outcomes

B-3. The maneuver warfighting challenges are first order questions that focus the MCoE's efforts to develop comprehensive solutions for the problem of future armed conflict. Emphasis on the human dimension directly supports three of the maneuver warfighting challenges:

- How to develop resilient and adaptive Soldiers, leaders, and units to operate effectively in environments of complexity and persistent danger?
- How to develop and sustain a high degree of situational understanding while operating in complex environments against determined, adaptive enemy organizations?
- How to exert influence over a broad range of actors and organizations to shape conditions or consolidate gains consistent with the mission?

HUMAN DIMENSION AND LEADER DEVELOPMENT

B-4. As part of the Force 2025 and Beyond initiative, the Army is promoting a reprioritization toward an increased emphasis on human performance optimization. Recent research in human, social and behavioral science arenas has shown significant promise and potential for shaping and expanding human performance, accelerating Soldier development and improving the quality of our leader development.

B-5. An increased focus on the human dimension accelerates maneuver leader development by emphasizing and exploiting emerging non-material capabilities to enhance the physical, cognitive, and social performance essential for leading small units in complex environments and persistent conflict.

B-6. The Human Dimension Strategy supports the Human Dimension Concept's central idea of operational adaptability by providing a framework to maximize individual and team performance through the identification, development, and optimal integration of human capabilities. Leaders must apply human performance optimization—the process of applying knowledge, skills and emerging technology to improve and preserve the capabilities of personnel to execute essential tasks.

B-7. Human dimension competencies and attributes need to be progressively and sequentially developed throughout a maneuver leader's career. To generate a more adaptive Army through this cultural shift, critical development is required, beginning at the team/crew, squad and platoon levels across all three domains.

BUILDING ADAPTABILITY

B-8. Adaptability is the central component of leader development. As stated in the TRADOC Human Dimension Concept: "The fundamental characteristic of the Army necessary to provide decisive land power is operational adaptability.¹" Leader adaptability is the cornerstone of a successful organization operating in a complex environment. Leader adaptability cannot be built without regard for all aspects of the human dimension. Adaptability is influenced by a combination of human dimension factors defined below:

- Training. The way in which Soldiers conduct training, from STX lanes to classroom instruction, influences adaptability.

¹ Army Capstone Concept, TRADOC Pam 525-3-0, 19 December 2012, paragraph 3-3

- Psychological health. A Soldier's psychological health and fitness directly influences his ability to adapt to change and challenges.
- Moral, character, and ethical development. A Soldier's level of moral and ethical development, as well as character attributes, affects a leader's ability to look past his own perspective, to recognize personal limitations, to adapt to new circumstances, and to take the right actions.
- Analytical, situational, and cultural awareness skills. Allows Soldiers and units to further gain a holistic understanding of their environment and to determine a direction for their organizational and personal growth.
- Physical adaptability. Achieving a high level of health and holistic physical fitness ensures physical adaptability across diverse austere environments.

ENABLING COMMON CORE AND BRANCH SPECIFIC TASKS

B-9. The Soldier is the single most important asset in the Army. Soldiers with intelligence, flexibility and adaptability ultimately accomplish the Army's missions and functions. A Soldier with optimized cognitive, physical and social capacities is better able to learn and execute common core and branch specific tasks. The emphasis on the Human Dimension further recognizes that the "basic requirements," have increased. Soldiers have more dynamic requirements than past generations and the Human Dimension is the gateway to achieve these new basic requirements.

B-10. Emphasis on the human dimension is critical to effectively develop the Soldier's "human system." Just as the Army focuses on tactical and technical proficiency, we must also strive to optimize our Soldier's basic human capabilities. It is through this increased capability that leaders and Soldiers will effectively employ tactical and technical expertise in complex future operational environments.

B-11. The study of doctrine states that the basic characteristics of an offense are audacity, surprise, concentration and rapid tempo. The application of these characteristics are vital to offensive operations. However, audacity without ethical maturity will likely result in strategy failure. Surprise without social understanding; rapid tempo without resilience will likely result in unnecessary civilian and friendly casualties. Only by tempering tactical and technical proficiency with increased human dimension capabilities will units meet the Army's needs for future conflict.

ENHANCING MISSION COMMAND

B-12. Mission command is the exercise of authority and direction by the commander using mission orders to enable disciplined initiative within the commander's intent to empower agile and adaptive leaders in the conduct of Unified Land Operations. Mission command is built on six principles: build cohesive teams through mutual trust, create shared understanding, provide a clear commander's intent, exercise disciplined initiative, use mission orders and accept prudent risk. Further, operational environments requiring increased decentralized operations results in higher demands on and decreased oversight of Soldiers. An emphasis on the human dimension sets the conditions to enable mission command and builds the leader attributes necessary for operating decentralized in interdependent environments. Emphasizing human dimension development down to the squad and crews is critical for enabling Mission Command.

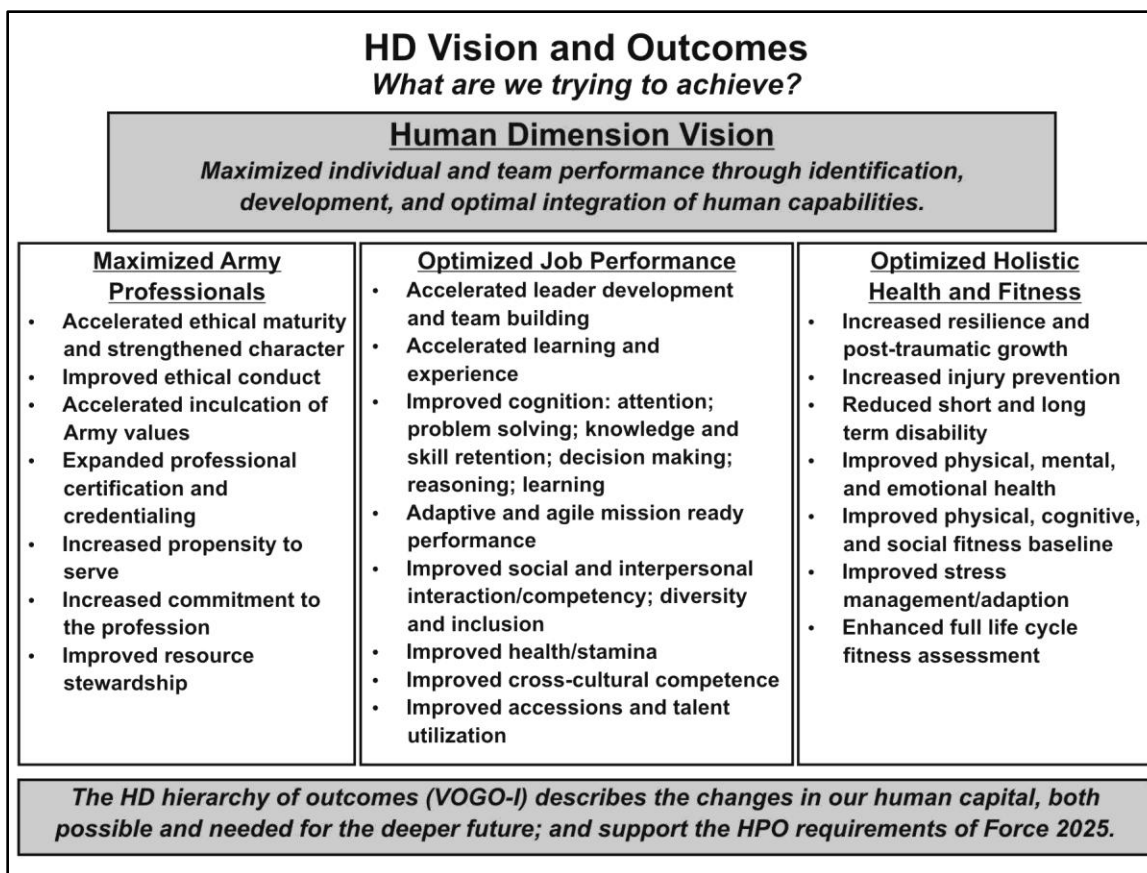


Figure B-1. Human Dimension Vision, Outcomes, Goals, Objectives and Initiatives (VOGO-I)

- Maximized Army professionals through accelerated ethical maturity, inculcation of values, ethical decision making, stewardship, and expanded professional certification and credentialing
- Optimized job performance to meet the challenges of the future operational environment by achieving accelerated development, improved adaptability, superior cognitive performance, improved physical capabilities, superior health and talent utilization
- Optimize holistic health and fitness through increased resilience, fitness, emotional health, and stress management

B-13. The Human Dimension Concept vision, outcomes, and goals nest with the General Leader Outcomes (GLOs) and Maneuver Leader Outcomes (MLOs). The human dimension outcomes (HDOs) compliments the GLOs/MLOs by better preparing leaders to utilize the knowledge gained through PME, functional courses, operational experience, and self-study. The Army requires leaders who have achieved human dimension goals and associated Maneuver Learning Outcomes (MLOs).

SECTION II - ENDS

MANUEVER LEADER OUTCOMES

B-14. Learning outcomes related to the human dimension are included in Chapter 2 of the Maneuver Leader Development Strategy (MLDS). Table B-1 illustrates which maneuver leader outcomes are relevant to the human dimension goals for officers and NCOs..

Table B-1. Human Dimension Goals and General/Maneuver Learning Outcomes Linkages

** This table is designed to illustrate the linkages between Human Dimension Goals and GLOs/MLOs. It is not intended as an exhaustive list. See tables 2-2 through 2-6 for the complete list of GLOs and MLOs.

Maximized Army Professionals	
Improved ethical conduct.	NCO GLO CA.2.4. Applies sound judgment to resolve ethical dilemmas and seeks counsel as necessary.
Accelerated inculcation of Army values.	GLO CA.4.3. Develop self and subordinates in professional identity, competence, character, and commitment.
	NCO GLO CA.2.1. Serves as a role model (competence, moral character, commitment) for subordinate to look up to and uphold standards on and off duty.
Expanded professional certification and credentialing.	LL.4.9. Conducts ongoing professional development by reading maneuver doctrine, lessons learned, professional journals, online resources, and civilian education to increase competency through the application of knowledge within the operational and institutional domain.
Increased propensity to serve/commitment to the profession.	GLO CA.4.4. Develop, promote, and set the example for honorable service.
	NCO GLO CA.2.2. Displays commitment to service and places the needs of others before self.
Accelerated ethical maturity and strengthened character.	CA.4.3. Serves as role model (competence, moral character, commitment) for subordinates to look up to and upholds the standards on an off duty.
Improved stewardship (people and resources).	PC.4.1.c. Conducts training with efficient application of resources; application of an integrated training environment; integration of enablers and attachments, tough and challenging exercises that builds platoon proficiency, teamwork, confidence, and cohesion, and complete recovery from training (accountability and maintenance) as an integral extension of training.
	PC.2.6. Integrates training resources efficiently into individual and collective training events.
Optimized Holistic Health and Fitness	
Increased resilience and post-traumatic growth.	CF.4.4. Demonstrates resilience and optimal performance while executing missions under high operational tempo and in regions of persistent conflict.
	CF.1.1. Exhibits holistic physical readiness, mental toughness, and resilience in extreme environments for extended periods across the range of military operations.
Increased injury prevention and reduced disability.	CF.4.2. Develops and supervises a comprehensive fitness program that reduces the likelihood of injury and maintains a resilient, mentally fit, and physically agile organization.
Improved physical mental, and emotional health.	CF.1.1. Exhibits holistic physical readiness, mental toughness, and resilience in extreme environments for extended periods across the range of military operations. CF.4.5. Exhibits physical readiness and mental prowess in extreme environments for extended periods across the range of military operations.
Improved physical, cognitive, and social fitness baseline.	CF.1.1. Exhibits holistic physical readiness, mental toughness, and resilience in extreme environments for extended periods across the range of military operations. CF.1.3. Executes an effective comprehensive fitness program to maintain a resilient and mentally fit unit.
Improved stress management and adaptation.	NCO GLO CF.2.2. Implements measures to reduce operational and combat stress.
	CF.4.2. Develops and supervises a comprehensive fitness program that creates and maintains a resilient and mentally fit organization.

Table B-1. Human Dimension Goals and General/Maneuver Learning Outcomes Linkages (continued)

Optimized Job Performance	
Accelerated learning and experience.	GLO LL.4.4. Apply existing learning skills and investigate new learning skills. NCO GLO LL.2.3. Trains, coaches, and counsels subordinates and peers.
Adaptive and agile mission ready performance.	AI.4.14./CP.4.9./CF.4.6. Develops dynamic and effective solutions by applying adaptability as well as cognitive, emotional, and social skills while exposed to persistent danger in complex operating environments.
Accelerated leader development and team building.	LL.4.3. Coaches and develops subordinates in lifelong learning skills to include the development and maintenance of individual development plans (IDPs). TC.3.1. Establishes high performing elements by applying leadership strategies throughout the developmental stages of team-building.
Improved cognition: attention, problem solving, knowledge, and skill retention, decision making, reasoning, and learning.	CP.1.4./AI.1.9. Develops the cognitive skills necessary to think critically and creatively in a volatile, uncertain, complex, and ambiguous environment.
Improved health/stamina.	CF.1.3. Executes an effective comprehensive fitness program to maintain a resilient and mentally fit unit. CF.1.4. Advises Soldiers/families on resources available to improve resilience and fitness.
Improved cross-cultural competence.	CJ.4.2. Evaluates political, cultural, social, economic, religious, and ideological factors associated with cross-cultural competence and regional expertise. TC.2.5./CJ.2.1. Performs leader engagements by effectively employing interpreters and human sensors.
Improved social and interpersonal competency.	CF.2.3./AI.2.9./LL.2.3. Trains subordinates to develop dynamic and effective solutions by applying adaptability as well as cognitive, emotional, and social skills while exposed to persistent danger in complex operating environments.
Improved accessions and talent utilization.	GLO CA.5.3. Develops self and subordinates in professional identity, competence, character, and commitment. TC.2.1./TC. 5.14. Recognizes and capitalizes on individual strengths.

SECTION III – WAYS

HUMAN DIMENSION-RELATED PROGRAMS

B-15. Numerous programs currently exist which support both the goals of the Human Dimension concept and related MLOs. Leaders are encouraged to make maximum use of human dimension-related resources and programs that are currently available. While many of the Human Dimension Concept goals require long-term strategic planning and resourcing, there are actionable opportunities available now that can be applied to achieve the MLOs. The inventory of descriptions below provide leaders with the necessary information to make informed decisions about which programs provide the resources necessary to achieve specific MLOs. Leaders should view the below inventory of programs and initiatives in a holistic approach. The learning outcomes of one program often times complement outcomes achieved from another program.

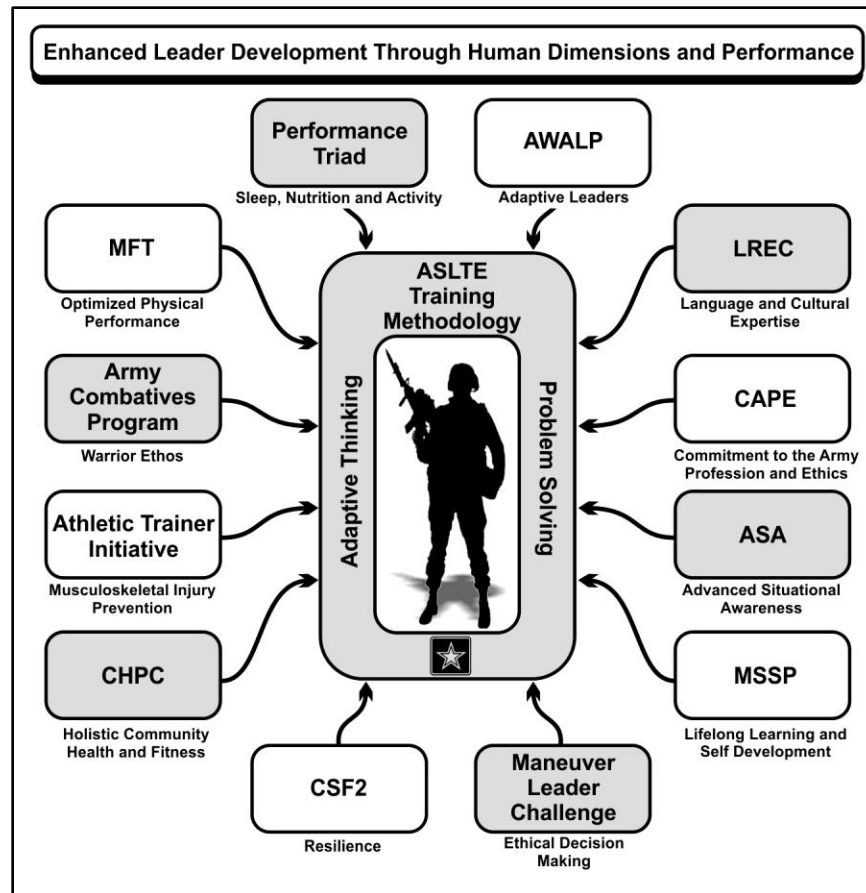


Figure B-2. Enhanced Leader Development Through Human Dimension/Performance

COMPREHENSIVE SOLDIER AND FAMILY FITNESS

B-16. Comprehensive Soldier and Family Fitness (CSF2) is designed to build resilience and enhance performance of the Army Family — Soldiers, their Families, and Army Civilians. CSF2 does this by providing hands-on training and self-development tools so that members of the Army Family are better able to cope with adversity, perform better in stressful situations, and thrive in life. Two critical opportunities include the Master Resiliency Trainer Course (MRTC) and the CSF2 performance leader development course (LDC).

B-17. CSF2 Training Centers provide Resilience and Performance Enhancement Training at the unit level. CSF2 is an integral part of the Army's Ready and Resilient Campaign; a campaign that promotes physical and psychological fitness and encourages personal and professional growth. Resilient Soldiers, Family members and Army Civilians perform better, which results in improved unit readiness and better lives.

B-18. CSF2 addresses the following MLOs:

- Applies sound judgment to resolve ethical dilemmas and seeks counsel as necessary.
- Conducts ongoing professional development to achieve a broad knowledge base through maneuver doctrine, lessons learned, professional journals, online resources, and civilian education, and increases competency and experience through the application of knowledge within the operational domain and institutional domain.
- Displays commitment to service and places the needs of others before self.
- Develops the cognitive skills necessary to think critically and creatively in a volatile, uncertain, complex, and ambiguous environment
- Implements measures to reduce operational and combat stress.

- Establishes high performing platoons, squads, and teams by applying leadership strategies throughout the developmental stages of team-building (assessing, counseling, coaching, mentoring, and facilitating).
- Leverages human resources to achieve appropriate alignment of talent and skills within the organization to achieve the mission.
- Develop Self and Subordinates in professional identity, competence, character, and commitment.
- Serves as a role model (competence, moral character, commitment) for subordinates to look up to and upholds the standards on and off duty.
- Develops, promotes, and sets the example for Honorable Service.

B-19. For additional information, refer to the CSF2 website at <https://csf2.army.mil> or your local CSF2 center.

LANGUAGE, REGIONAL EXPERTISE, AND CULTURE STRATEGY

B-20. The Language, Regional Expertise and Culture (LREC) Program develops students, cadre, and leaders with the cross-cultural competencies to effectively conduct and lead Infantry, Armor, and Cavalry unit missions across the full range of military operations within a Joint, Interagency Intergovernmental, Multinational environment (JIIM). LREC initiatives build and sustain an Army with culture and foreign language capabilities as well as regional security awareness. The resulting force will have the ability to effectively conduct operations with and among other cultures.

B-21. LREC addresses the following MLOs:

- Evaluates political, cultural, social, economic, religious, and ideological factors associated with cross-cultural competence and regional expertise.
- Develops the cognitive skills necessary to think critically and creatively in a volatile, uncertain, complex, and ambiguous environment.
- Performs leader engagements by effectively employing interpreters and human sensors.
- Leverages human resources to achieve appropriate alignment of talent and skills within the organization to achieve the mission.
- Develop Self and Subordinates in professional identity, competence, character, and commitment.
- Develops, promotes, and sets the example for Honorable Service.

B-22. For additional information refer to Appendix C, Language, Regional Expertise, and Culture (LREC) Strategy.

ADVANCED SITUATIONAL AWARENESS (ASA) TRAINING

B-23. ASA supports ASLTE training objectives by training students on analyzing complex environments, making decisions on the appropriate use of force, and mitigation of the insider threat. This program teaches students to use behavior-profiling skills based on heuristics, geographics, proxemics, biometrics, atmospheric and kinesics. The course emphasizes understanding human behavior in different cultures and proactively forecasting actions based on trends and pattern analysis. ASA's instruction period includes a four-hour familiarization and five-day course.

B-24. ASA addresses the following MLOs:

- Evaluates political, cultural, social, economic, religious, and ideological factors associated with cross-cultural competence and regional expertise.
- Applies sound judgment to resolve ethical dilemmas and seeks counsel as necessary.
- Conducts training with efficient application of resources.
- Develops the cognitive skills necessary to think critically and creatively in a volatile, uncertain, complex, and ambiguous environment.
- Leverages human resources to achieve appropriate alignment of talent and skills within the organization to achieve the mission.

- Develop Self and subordinates in professional identity, competence, character, and commitment.
- Serves as a role model (competence, moral character, commitment) for subordinates to look up to and upholds the standards on and off duty.

ADAPTIVE SOLDIER AND LEADER TRAINING AND EDUCATION

B-25. The Asymmetric Warfare Group (AWG) ASLTE MTT assists the Army's training and education community to develop adaptive, thinking soldiers and leaders capable of meeting the challenges they will face in the future operational environment. The ASLTE methodology seeks to design and align training with desirable attributes as opposed to narrow metrics. A key component of ASLTE is understanding how to design training that develops the nine 21st Century Soldier Competencies. AWG representatives teach ASLTE three-day workshops. Workshops are conducted at the battalion level and involve the senior instructors and the primary training developers in the institutional domain.

B-26. Ever increasing requirements, difficulty in predicting the nature of conflicts, and the adaptability of the enemy all make narrowly defined task-based training inadequate to fulfill the needs of our force. The key is to determine the important outcomes. Utilizing ASLTE methods, tasks are developed and trained to support broadly defined goals. ASLTE principles apply to a wide variety of teaching and performance goals. Thus, ASLTE facilitates human dimension end states by preparing maneuver leaders for the contemporary operating environment.

B-27. ASLTE addresses the following MLOs:

- Develops dynamic and effective solutions by applying adaptability as well as cognitive, emotional, and social skills while exposed to persistent danger in complex operating environments.
- Establishes high performing platoons, squads, and teams by applying leadership strategies throughout the developmental stages of team-building (assessing, counseling, coaching, mentoring, and facilitating).
- Develops the cognitive skills necessary to think critically and creatively in a volatile, uncertain, complex, and ambiguous environment.
- Trains subordinates to develop dynamic and effective solutions by applying adaptability as well as cognitive, emotional, and social skills while exposed to persistent danger in complex operating environments.
- Leverages human resources to achieve appropriate alignment of talent and skills within the organization to achieve the mission.
- Implements measures to reduce operational and combat stress.
- Conducts ongoing professional development to achieve a broad knowledge base through maneuver doctrine, lessons learned, professional journals, online resources, and civilian education, and increases competency and experience through the application of knowledge within the operational domain and institutional domain.
- Develop Self and Subordinates in professional identity, competence, character, and commitment.
- Conducts training with efficient application of resources.
- Serves as a role model (competence, moral character, commitment) for subordinates to look up to and upholds the standards on and off duty.

B-28. More information can be found at <https://sharepoint/sites/dot/AWG/default.aspx> or by calling AWG at (301) 833-5258.

ASYMMETRIC WARFARE ADAPTIVE LEADERS PROGRAM (AWALP)

B-29. AWALP, hosted by AWG at Fort A.P. Hill, Virginia, is a 10-day active learning environment that utilizes the ASLTE training model to train adaptability. Additionally, AWG provides units with an on-site two to five day course. The program focuses on building an adaptive force. The ultimate goal is to provide Soldiers with a set of core competencies that are essential to being fully prepared to operate in complex and ambiguous environments. Further, AWALP embodies all nine of the 21st Century Soldier Competencies,

including adaptability and initiative, critical thinking and problem solving. Graduates are subject-matter experts in ASLTE.

B-30. AWALP addresses the following MLOs:

- Applies sound judgment to resolve ethical dilemmas and seeks counsel as necessary.
- Develops dynamic and effective solutions by applying adaptability as well as cognitive, emotional, and social skills while exposed to persistent danger in complex operating environments.
- Leverages human resources to achieve appropriate alignment of talent and skills within the organization to achieve the mission.
- Implements measures to reduce operational and combat stress.
- Performs leader engagements by effectively employing interpreters and human sensors.
- Exhibits holistic physical readiness, mental toughness, and resilience in extreme environments for extended periods across the range of military operations.
- Develops the cognitive skills necessary to think critically and creatively in a volatile, uncertain, complex, and ambiguous environment.
- Establishes high performing platoons, squads, and teams by applying leadership strategies throughout the developmental stages of team-building (assessing, counseling, coaching, mentoring, and facilitating).
- Develop Self and Subordinates in professional identity, competence, character, and commitment.
- Serves as a role model (competence, moral character, commitment) for subordinates to look up to and upholds the standards on and off duty.

B-31. More information can be found at <https://sharepoint/sites/dot/AWG/default.aspx> or by calling AWG at (301) 833-5258.

MASTER FITNESS TRAINER COURSE

B-32. As the foundation of the MFTC, FM 7-22, *Army Physical Readiness Training* provides a balanced training program based on the concepts of physical fitness and readiness to propel the Army to a more agile and ready force. This program, facilitated by Master Fitness Trainers (MFTs), increases Soldier physical readiness, decreases accession losses, reduces injury rates, standardizes unit training in accordance with Army training doctrine, and provides easier integration of new Soldiers into operational units.

B-33. To attend MFTC, Soldiers must meet Army height and weight standards in accordance with Army Regulation 600-9, *The Army Weight Control Program*, and pass the Army Physical Fitness Test with a total score of 240 points or higher with a minimum of 80 points in each event. A general technical score of 110 points or higher is recommended. Soldiers on temporary or permanent physical profiles are not eligible.

B-34. MFTC addresses the following MLOs:

- Exhibits holistic physical readiness, mental toughness, and resilience in extreme environments for extended periods across the range of military operations.
- Develops and supervises a comprehensive fitness program that reduces the likelihood of injury and maintains a resilient, mentally fit, and physically agile organization.
- Implements measures to reduce operational and combat stress.
- Serves as a role model (competence, moral character, commitment) for subordinates to look up to and upholds standards on and off duty.
- Develops the cognitive skills necessary to think critically and creatively in a volatile, uncertain, complex, and ambiguous environment.
- Displays commitment to service and places the needs of others before self.
- Conducts training with efficient application of resources.
- Leverages human resources to achieve appropriate alignment of talent and skills within the organization to achieve the mission.

CENTER FOR ARMY PROFESSION AND ETHICS (RESOURCES)

B-35. The Center for Army Profession and Ethics (CAPE) is the Army force modernization proponent for the Army Profession, Character Development, and the Army Ethic. CAPE provides complete education and training support packages for maneuver leaders to conduct advanced professional ethics training, which includes the Army's 2015-2016 fiscal professional ethic theme of "Living the Army Ethic" and individual case studies and virtual simulation products for use in professional development sessions. Additionally, at the request of battalion or brigade commanders, CAPE will provide personnel to conduct ethics training and assist units in meeting AR 350-1 required training.

B-36. CAPE addresses the following MLOs:

- Develops, promotes, and sets the example for Honorable Service.
- Applies sound judgment to resolve ethical dilemmas and seeks counsel as necessary.
- Serves as a role model (competence, moral character, commitment) for subordinates to look up to and upholds standards on and off duty.
- Displays commitment to service and places the needs of others before self.
- Trains subordinates to develop dynamic and effective solutions by applying adaptability as well as cognitive, emotional, and social skills while exposed to persistent danger in complex operating environments

B-37. For more information, consult the CAPE website, <https://cape.army.mil>, or contact CAPE at 845-938-0467.

MANEUVER LEADER CHALLENGES

B-38. One easily applied initiative is Leader Challenge video vignettes that facilitate ethical reasoning discussions. Leaders describe an ethical challenge they faced in combat and their resolution. MCoE has developed several of its own vignettes available by contacting the Instructional Systems Specialist, Directorate of Training and Doctrine.

B-39. MLCs address the following MLOs:

- Develops, promotes, and sets the example for Honorable Service.
- Applies sound judgment to resolve ethical dilemmas and seeks counsel as necessary.
- Serves as a role model (competence, moral character, commitment) for subordinates to look up to and upholds standards on and off duty.
- Displays commitment to service and places the needs of others before self.
- Trains subordinates to develop dynamic and effective solutions by applying adaptability as well as cognitive, emotional, and social skills while exposed to persistent danger in complex operating environments
- Evaluates political, cultural, social, economic, religious, and ideological factors associated with cross-cultural competence and regional expertise.
- Develops the cognitive skills necessary to think critically and creatively in a volatile, uncertain, complex, and ambiguous environment.

MODERN ARMY COMBATIVES PROGRAM

B-40. The mission of the U.S. Army Combatives School is to train Leaders and Soldiers in close quarters Combatives in order to instill the Warrior Ethos and prepare Soldiers to close with and defeat the enemy in hand to hand combat. MACP provides relevant combatives training to ensure every Soldier is tough and adaptive to changing conditions, more confident in their abilities, and equipped with the tools necessary to dominate their environment.

B-41. MACP addresses the following MLOs:

- Exhibits holistic physical readiness, mental toughness, and resilience in extreme environments for extended periods across the range of military operations.

- Trains subordinates to develop dynamic and effective solutions by applying adaptability as well as cognitive, emotional, and social skills while exposed to persistent danger in complex operating environments
- Develops and supervises a comprehensive fitness program that reduces the likelihood of injury and maintains a resilient, mentally fit, and physically agile organization.
- Implements measures to reduce operational and combat stress.
- Serves as a role model (competence, moral character, commitment) for subordinates to look up to and upholds standards on and off duty.
- Develops the cognitive skills necessary to think critically and creatively in a volatile, uncertain, complex, and ambiguous environment.
- Displays commitment to service and places the needs of others before self.
- Conducts training with efficient application of resources.
- Leverages human resources to achieve appropriate alignment of talent and skills within the organization to achieve the mission.

ATHLETIC TRAINING INITIATIVES

B-42. Athletic training initiatives provide subject matter experts who specialize in musculoskeletal injury prevention, rehabilitation and performance. The intent of the athletic training initiative is to enable holistic health and fitness, injury prevention, and injury rehabilitation. MCoE has implemented an Athletic Training Program to prevent and rehabilitate Soldiers from injury more effectively. Leaders should take advantage of this unique expertise if available. In addition, every unit with athletic trainers should organize professional development sessions to learn a myriad of evidence based techniques. Units without access to athletic trainers should consider requesting and utilizing physical therapist expertise from their local medical treatment facility. Additionally, integrating Master Fitness Trainers with Athletic Trainers is a best practice for enhancing physical readiness.

B-43. AT Initiatives address the following MLOs:

- Exhibits holistic physical readiness, mental toughness, and resilience in extreme environments for extended periods across the range of military operations.
- Develops and supervises a comprehensive fitness program that reduces the likelihood of injury and maintains a resilient, mentally fit, and physically agile organization.
- Implements measures to reduce operational and combat stress.
- Leverages human resources to achieve appropriate alignment of talent and skills within the organization to achieve the mission.

PERFORMANCE TRIAD

B-44. The Performance Triad is an emerging MEDCOM initiative to improve readiness and increase resilience through public health initiatives and leadership engagement. The triad is the foundation for the Army Medicine's transformation to a System for Health. The focus of the Performance Triad is sleep, activity and nutrition. The system maintains health through fitness and illness/injury prevention, restores health through patient centered care and improves health through informed choices.

MEDCOM has provided an easy-to-use mobile app to address the Performance Triad. The free Performance Triad app is available for download on iPhones, iPads, Android devices and Windows phones by conducting an internet search for "Performance Triad."

B-45. The Performance Triad addresses the following MLOs:

- Exhibits holistic physical readiness, mental toughness, and resilience in extreme environments for extended periods across the range of military operations.
- Develops and supervises a comprehensive fitness program that reduces the likelihood of injury and maintains a resilient, mentally fit, and physically agile organization.
- Implements measures to reduce operational and combat stress.

- Serves as a role model (competence, moral character, commitment) for subordinates to look up to and upholds standards on and off duty.
- Conducts training with efficient application of resources.
- Leverages human resources to achieve appropriate alignment of talent and skills within the organization to achieve the mission.

B-46. More information can be found at <http://armymedicine.mil/Pages/performance-triad.aspx>.

COMMUNITY HEALTH PROMOTION COUNCIL (CHPC)

B-47. With the involvement of key stakeholders and Unit Health Promotion Teams (UHPTs), the CHPC supports overall readiness and organizational performance by identifying installation high risk trends/factors (Ref. Army 2020 Gold Book), community health perceptions/concerns, and approving interventions and mitigation strategies to overcome identified trends and tracking these actions to completion.

B-48. UHPTs are available to leaders as a platform to inform, motivate, and educate Soldiers on overall health concerns and initiatives. UHPTs provide units with a forum to address health trends and identify the appropriate resources to assist commanders. UHPTs facilitate improved wellness of the unit by identifying physical, emotional and spiritual health programs.

B-49. CHPC addresses the following MLOs:

- Exhibits holistic physical readiness, mental toughness, and resilience in extreme environments for extended periods across the range of military operations.
- Implements measures to reduce operational and combat stress.
- Serves as a role model (competence, moral character, commitment) for subordinates to look up to and upholds standards on and off duty.
- Conducts training with efficient application of resources.
- Leverages human resources to achieve appropriate alignment of talent and skills within the organization to achieve the mission.
 - Develops, promotes, and sets the example for Honorable Service.
 - Applies sound judgment to resolve ethical dilemmas and seeks counsel as necessary.
 - Displays commitment to service and places the needs of others before self.
 - Trains subordinates to develop dynamic and effective solutions by applying adaptability as well as cognitive, emotional, and social skills while exposed to persistent danger in complex operating environments.

MANEUVER SELF-STUDY PROGRAM (MSSP)

B-50. Maneuver Self-Study Program: This self-study program consists of books, articles, doctrine, films, lectures, and practical application exercises to help educate maneuver leaders about the nature and character of war, as well as their responsibilities to prepare their Soldiers for combat, lead them in battle, and accomplish the mission. The intent is to enhance understanding of the complex interaction between war and politics and to improve the effectiveness of maneuver leaders in complex environments and in combat against determined, adaptive enemies.

B-51. There are two components to the Maneuver Self-Study Program. The first component consists of a "public facing web access page" that provides links to books, articles, and movies that can be used by the self-directed learning as part of their professional development. This material is hand selected by "topic managers" who are considered experts in their topic area. The second component is a guided discussion area that is also supported by professional topic managers. The professional discussions are implemented through LinkedIn and again are moderated by professionals in each topic area. At this time there are 20 Topic areas available to support the Soldier and their self-directed learning requirements. One key topic area directly linked with the Human Dimension includes the Moral, Ethical and Psychological Dimensions of War. The link to the Maneuver Self-study Program is <http://www.benning.army.mil/mssp/index.html>. For

more information, refer to Appendix D or the following website: <https://www.linkedin.com/groups/Maneuver-Self-Study-Program-5089965/about>.

SECTION IV - MEANS

IMPLEMENTATION

B-52. Achieving the goals of the Human Dimension Concept and the related Maneuver Leader Outcomes requires a concerted effort across the Institutional, Operational and Self Development domains. Below outlines areas of emphasis where outcomes can best be achieved.

AREAS OF EMPHASIS

PME AND FUNCTIONAL COURSE TRAINING AND UTILIZATION

B-53. While officer and NCO Professional Military education (PME) integrates basic human dimension principles into these courses, integrating and achieving human dimension outcomes do not necessarily require additional resourcing or changes to programs of instruction. Instead, the human dimension reflects how tasks are trained and executed. Instructors at every level can implement human dimension-related training concepts. For example, Infantry One-Station Unit Training (OSUT) organizations have implemented situational training that accomplishes ASLTE, advanced situational awareness- training strategy (ASA-T), and LREC objectives. Trainees were confronted with a complex ambush involving small arms and improvised explosive devices. After fighting through the ambush, the trainees were unexpectedly forced to deal with an angry civilian mob while evacuating their casualties. Creating this unexpected circumstance in the training challenged trainees to develop creative solutions, which directly addressed both social and cognitive learning objectives.

B-54. While integration of Human Dimension related outcomes is critical within PME, several functional courses including Master Fitness Trainer (MFTC), Master Resilience Trainer (MRTC), Combatives, Advanced Situational Awareness (ASA)- Training, and Asymmetric Warfare Adaptive Leaders Program (AWALP) courses, provide units with trained personnel subject-matter experts. It is critical to ensure commanders provide maximum opportunities for Soldiers to attend these courses. Additionally, command teams must ensure proper utilization of these trained personnel and empower these SMEs to develop organizational programs to achieve the Human Dimension related learning outcomes for the organization.

COMMITMENT TO SELF-DEVELOPMENT

B-55. Individual professional self-development is a critical means to achieving Human Dimension related outcomes. How a Soldier chooses to spend his free time has a profound influence on his work performance. It is essential for leaders to make subordinates aware of relevant resources available for personal development, such as the Maneuver Self-Study Program, and to promote an environment of self-improvement. Unit leader led Army Professional Development sessions are inspirational in encouraging further self-study.

Home Station Training

B-56. Achieving the Human Dimension goals requires leaders at the unit level to integrate increased creativity and adaptability into unit training events. The integration of ASLTE, LREC and ASA principles into training exercises can reinforce accelerated leader development. Additionally, a robust NCOPD, OPD and other unit level programs using Combatives, Master Fitness, and Master Resilience trainers are critical to achieving the desired maneuver learning outcomes. Structured small- and medium-group discussions are an effective way to implement human dimension outcomes listed and are consistent with the Army Learning Model. Unit leaders, acting as facilitators, can substantially influence their unit's professional education environment.

SECTION V - CONCLUSION

B-57. General Odierno has emphasized that we must develop “adaptive Army leaders” by educating and developing “all Soldiers and Civilians to grow the intellectual capacity to understand the complex contemporary security environment to better lead Army, Joint, Interagency, and Multinational forces and teams.” As our Army gets smaller we must develop more agile, harder hitting organizations. By taking the most recent advances in human performance enhancement, we can train the next generation of Soldiers to be at the forefront of human development and therefore succeed in a complex, unpredictable operating environment.

B-58. An emphasis on the integration of the Human Dimension into all aspects of training, education and behavior constitutes a cultural shift within Army. The future of the Army lies in recruiting, educating and developing leaders and Soldiers who can out-think, out-smart and out-perform adversaries in complex environments while enduring persistent danger.

REFERENCES

ADP/ADRP 6-22, Army Leadership
Army Leader Development Strategy, 2013
FM 3-25.150, 2009, U. S. Army Combatives
FM 7-22, 2013 , Army Physical Readiness Training
TRADOC Pam 525-3-0, 2012, The US Army Capstone Concept
TRADOC Pam 525-3-7, 21 MAY 2014, The U.S. Army Human Dimension Concept
TRADOC Pam 525-8-5, 2014, US Army Functional Concept for Engagement

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Appendix C

MCoE Language, Regional Expertise, and Culture Strategy

SECTION I – OVERVIEW

C-1. The purpose of this appendix is to provide a comprehensive review of the Maneuver LREC strategy that addresses essential requirements for the institutional, operational, and self-development domains. Lessons learned from Operation ENDURING FREEDOM (OEF) and Operation IRAQI FREEDOM (OIF) highlight the fact that Language, Regional Expertise, and Culture (LREC) capabilities save lives and facilitate mission effectiveness throughout conflict, confrontation, and stabilization. The changes in the strategic landscape call for a more agile and adaptive maneuver force. Success depends on a Soldier's ability to understand and communicate across cultural lines in peacetime and in war. The Maneuver Center of Excellence (MCoE) must develop adaptive leaders who can operate across the range of military operations as well as in joint, interagency, intergovernmental, and multinational (JIIM) partnership.

PURPOSE

C-2. The Army Culture and Foreign Language Strategy (ACFLS) requires the Army to integrate and synchronize culture and foreign language responsibilities and functions across the Army. The purpose of the MCoE LREC strategy is to develop students, cadre, and leaders with the cross-cultural competencies to effectively conduct and lead Infantry, Armor, and Cavalry unit missions across the full range of military operations within a Joint, Interagency, Intergovernmental, Multinational (JIIM) environment.

VISION

C-3. The MCoE develops adaptive Soldiers and leaders who are competent and committed to understanding and applying the LREC skills and attributes necessary to meet the challenges of the 21st Century.

SECTION II – ENDS

C-4. Soldier and leader development is the process of aligning mission requirements with training and education to prepare them to prevail in unified land operations. These leaders must possess the necessary emotional intelligence and technical skills necessary to achieve credibility with Joint, Interagency, Intergovernmental, and Multinational (JIIM) partners, allies, and stakeholders.

C-5. The MCoE LREC strategy addresses the organizational unit's requirements to support the individual Soldiers' commitment to life-long learning. The systematic development of cultural awareness, and language proficiency across the operational, institutional, and self-development domains is essential. The end state of this strategy is the development an agile and adaptive maneuver force that possesses the cross-cultural competencies to effectively conduct and lead Infantry, Armor, and Cavalry unit missions across the full range of military operations in dynamic environment. The desired outcomes for the MCoE is to develop officers and NCOs with the following fundamental requirements:

- Infantry and Armor Basic Officer Leader Course (BOLC). Lieutenants will demonstrate a basic awareness of culture, how to leverage that knowledge in a JIIM environment and with a level of competence necessary to serve as company Infantry, Armor, or Cavalry officers and leaders within a complex environment.
- Maneuver Captains Career Course. Branch captains will demonstrate an understanding of culture, how to leverage that knowledge in a JIIM environment and with a level of competence necessary to command, serve as staff officers, and leaders within a complex environment.

- Noncommissioned Officer Academy. Senior NCOs attending the Senior Leader Course (SLC) will demonstrate a basic understanding of foreign culture and leverage that knowledge as a platoon sergeant and/or first sergeant. NCOs attending the Advanced Leader Course (ALC) will demonstrate a basic understanding of culture and leverage that knowledge as a senior section sergeant and/or platoon sergeant.

C-6. The following table is designed to illustrate the linkages between LREC Competencies and GLOs/MLOs. This is not intended as an exhaustive list.

Table C-1. LREC Goals and General/Maneuver Learning Outcomes Cross-walk

LREC Competencies	General Learning Outcomes and Maneuver Learning Outcomes
Demonstrate Language Competence	LL.1.4. Conducts ongoing professional development by reading maneuver doctrine, lessons learned, professional journals, online resources, and civilian education to increase competency through the application of knowledge within the operational domain.
	LL.4.8. Participates in developmental opportunities through the self-development domain to expand capabilities.
Demonstrate Regional Competence	PC.1.13/CJ.1.1. Demonstrates an awareness of security forces assistance, advisory roles, cross-cultural competence, and regional expertise across the range of military operations. [Associated with Culture and JIIM]
	PC.4.27/CJ.4.1. Applies regional expertise and cross-cultural competence in conducting security forces assistance and combat advisory across the range of military operations. [Associated with Culture and JIIM]
Demonstrate Cross-cultural Competence	NCO GLO – CJ.1.1. Demonstrates an awareness of cross-cultural competence (3c), related knowledge, attributes, and interpersonal skills.
	CJ.1.3. Explains the relevance of culture within a JIIM environment.
	CJ.1.4. Demonstrates cultural self-awareness.
	GLO – CJ.4.2. Explain the relevance of culture within a JIIM environment. (Character)
	CJ.4.4. Considers cultural and regional factors when planning and executing missions at the tactical level.

C-7. The required General Learning Outcomes (GLOs) and Maneuver Learning Outcomes (MLOs) are contained in chapter 2 of the Maneuver Leader Development Strategy (MLDS).

SECTION III – WAYS

C-8. The Army Culture and Foreign Language Strategy (ACFLS) provides guidelines, which provide the framework necessary to design and implement LREC initiatives for the force. The force must focus its efforts on leveraging the skills and capabilities at the unit level through provided resources available to sustain mission readiness at all times.

C-9. The Maneuver Center of Excellence LREC Program leverages human resources to achieve appropriate alignment of talent and skills within the organization to achieve the mission of training Soldiers

in Language, Regional Expertise, and Culture. The following programs, which represent viable solutions for commanders to initiate within their own installation, are currently sustained at the Maneuver Center of Excellence defined within the parameters of LREC.

C-10. Language capability can enhance rapport and cultural understanding of allied forces and adversaries. Although interpreters are normally utilized, soldiers who possess at least an Interagency Language Roundtable Standards (ILR) level 1/1 language proficiency will be mission ready and able to make better decisions when executing a mission. The MCoE has established specific programs to develop language capabilities

- The MCoE currently hosts 12 different “Language tables” including German, Korean, French, Spanish, Pashto, Dari, Farsi, Urdu, Arabic, Italian, Polish, and Chinese. Language Tables are held on a monthly basis. Soldiers gather during lunch to practice their target language and maintain proficiency.
- Programs that can be established in the institutional or operational domain include the following:
 - Commanders can establish multiple language tables or opportunities for language learners and native speakers to engage in conversation for the purpose of maintaining language capability. Language capable Soldiers can meet regularly to practice speaking with one another.
 - Commanders can also leverage talent by testing Soldiers for language aptitude and language ability. The Defense Language Aptitude Battery (DLAB) evaluates a Soldier’s ability to learn a language. The Defense Language Proficiency Test (DLPT) determines a Soldier’s ability in a target language. This information can later be used to train Soldiers in learning a new language or maintaining language proficiency.

C-11. Regional and cultural expertise is an important asset when engaging with unified action partners. As the U.S. Army moves to a more regionally aligned force, we are obligated to verse ourselves in the history and culture of our partners, potential adversaries, and the culture in which we will operate. The MCoE has established specific programs to develop Regional Expertise and Culture:

- The MCoE has created a program entitled, “Regional Security Brown Bag Discussion Series.” Discussions are held at lunch time on a monthly basis. The purpose of this event is to provide soldiers with an opportunity to receive regionally focused information by engaging in a monthly discussion. Both Foreign Liaison officers and NCOs provide regionally aligned briefings to soldiers attending PME Courses.
- In partnership with the TRADOC Culture Center, the MCoE provides a 40 hour Culture Train-the-Trainer Certification Course for instructors and training developers. In addition, a 4 hour Senior Executive Culture Course for leaders is available. The 40 hour Culture Train-the-Trainer Certification Course and Senior Executive Culture course are both held quarterly.
- The MCoE has established a partnership with Cadet Command to participate in the Cultural Understanding and Language Proficiency (CULP) Program. The CULP program provides an opportunity for select cadre to accompany cadets as a team leader in another country. These types of experiences allow soldiers to engage in authentic experiences and language practice with a host nation.
- Programs that can be established in the institutional or operational domain include the following:
 - Commanders can provide broadening experiences to Army leaders to gain cross-cultural understanding and increase language capacity.
- Commanders can organize lectures on specific events or strategies aligned with Army interests and strategy.

SECTION IV – MEANS

INSTITUTIONAL DOMAIN

C-12. The Maneuver Leader Development Strategy facilitates progressive growth of cultural knowledge and experience throughout a Soldier’s career long learning process. The integration of LREC into maneuver curriculum represents a shift in maneuver culture and doctrine to meet the 21st Century Soldier competencies. The MCoE’s PME curriculum incorporates culture courses and regional skills training and

learned knowledge into mission scenarios to broaden the student's overall experiences. The integration of LREC training into the Basic Officer Leader Courses (BOLC), the Maneuver Captains Career Course (MCCC), Advanced Leader Course (ALC), and Senior Leader Course (SLC) remain a top priority for the MCoE. The PME courses under the MCoE incorporate components of LREC into institutional efforts.

C-13. The exposure of maneuver Soldiers to LREC throughout their matriculation through PME creates a solid foundation for cognitive learning. BOLC courses set the foundation for adaptable and agile leaders. The MCoE utilizes a mixture of instructional methods to accomplish the objectives of introducing LREC into PME education. Therefore, the integration of cultural instruction into other training objectives is reinforced by using self-development, and instructional learning tools. Current MCoE methods include but are not limited to:

- **Facilitated Instruction Method.** The MCoE incorporates culture into the classroom through instructor-led facilitation. Facilitated learning focuses on initiative, critical thinking, and accountability for actions. Small group instructors will receive cultural training assistance from the TRADOC Culture Center (TCC) to enable them to incorporate cultural issues And encourage critical thinking within the classroom.
- **LREC Web-enabled instruction, simulations, and gaming tools.** The MCoE incorporates a variety of web-enabled instruction tools to facilitate language and cultural learning to include the following.

Table C-2. Web-based LREC Resources

TRADOC Cultural Center (TCC)	https://ikn.army.mil/apps/tccv2/
USMA Center for Languages, Cultures, and Regional Studies	http://www.usma.edu/clcrs/SitePages/Home.aspx
Air Force Cultural Language Center (AFCLC)	http://www.au.af.mil/au/
Defense Language Institute Foreign Language Center (DLIFLC)	http://www.dliflc.edu/products.html
Rapport	https://rapport.lingnet.org/
Cultural orientations	http://famdliflc.lingnet.org/productList.aspx?v=co
Headstart	https://jkodirect.jten.mil/Atlas2/faces/page/login/Login.seam
Donavan Research Library	http://www.benning.army.mil/library/content/cultural.htm
Pimsleur	http://mcoe.oneclickdigital.com/Advanced%20Search.aspx?all=pimsleur
Open Language	http://openlanguage.com/
Fort Benning	http://www.benning.army.mil/
Maneuver Center of Excellence Language Regional Expertise and Culture Facebook Page	www.facebook.com/MCOELREC
Joint Language University	http://www.dliflc.edu/products.html
Transparent Language	www.transparent.com
Language Table Guide	https://www.us.army.mil/suite/kc/4248565
Cultural Understanding and Language Proficiency Program	http://www.cadetcommand.army.mil/culp/
The Interagency Language Roundtable	http://www.govtilr.org/faq.htm

- **Use of academic lectures, regional discussion, and seminar panels.** The MCCC invites outside speakers and panels to bring alternative perspectives that will challenge the students to think critically and formulate an opinion on a particular topic. Foreign LNOs, International cadre and guest speakers enrich the curriculum with regionally focused insight and expertise. The MCoE hosts a monthly discussion and several small groups question and answer sessions led by Foreign LNOs and U.S. Army leaders with regional expertise.
- **Incorporation of role-playing, key leader engagement, and use of the DATE scenarios.** MCoE instructors leverage the knowledge gained by incorporating role-playing practical exercises and formal key leader engagement (KLE) scenarios. The scenarios will require

individuals to apply basic knowledge of the target language to engage foreign coalition military/police members and host country leaders to solve a problem.

- **Leveraging the skills and knowledge of the MCoE international student population.** The MCoE acknowledges the wealth of knowledge that comes with the integration of international students into PME course. When appropriate, students will receive country and cultural briefs from international students.
- **Adding regional writing assignments.** The MCoE incorporates rigor into PME courses. This is an ongoing effort designed to develop and enhance the critical-thinking skills and improve oral and written communication skills for company grade officers. The BOLC, MCCC, and NCO Academy have incorporated analytical writing assignments into the curriculum.
- **Expanding the MSSP with LREC related literature.** A critical component of our leadership development and cultural awareness efforts includes a professional reading program. The MCoE has outlined a substantive reading list as part of the MSSP for regional and cultural purposes.
- **Support MCoE foreign language and sustainment program.** The goal of the language sustainment program is to identify those students who possess an existing foreign language capability and provide them with the tools necessary to sustain skills while assigned to the MCoE. Select students will have the opportunity to receive limited instruction and immersion opportunities on a regular basis (i.e. Language Table Events). A language table guide can be found in Table C-2.
- **Provide LREC Briefings to PME students.** It is the goal of the MCoE to deliver LREC briefings to all incoming PME students. Soldiers will receive information on how to maintain existing language proficiency and increase regional and cultural competence within the existing programs available at the MCoE.
- **Mandate Language Testing** The MCoE seeks to determine the language capability among the force. The DLAB and DLPT are required for all PME students to complete before graduation. This information can later be used for regionally aligned assignments and proper talent management.

OPERATIONAL DOMAIN

C-14. Army leaders can apply a variety of methods to facilitate the development of language, regional expertise and culture in the operational domain. Although Soldiers are responsible for operational duties, they must continue to practice their language and cultural skills. Unit leaders can integrate culture into training exercises or individualize training for Soldiers with special skills, expertise, or interest.

- **Leveraging language skills.** Soldiers with language capability in Spanish can host a language table within the unit. He or she can act as a facilitator for those learning or maintaining a second language. In addition, unit leaders can task soldiers to attend the language table for the purpose of maintaining proficiency. Subsequently, Soldiers who attend the language table will feedback for improvement and recommendations for further development.
- **Distribute language focused, regionally aligned or culturally relevant reading material.** Unit leaders can make several materials readily available to meet the goals of an LREC program. The Maneuver Leader Challenge video vignette can be downloaded online. The series provides several examples of cultural problems soldiers can solve as a group or individually. The TRADOC Culture Center produces various forms of literature with relevant information pertaining to different cultures. Authentic reading materials in a target language can also provide additional practice to sustain language capability.

SELF-DEVELOPMENT DOMAIN

C-15. Within the self-development domain, training may include language self-study, reading LREC related literature and doctrine or participating in a broadening opportunity. The MCoE provides a comprehensive list of language self-study resources and language engagements for soldiers to practice their skills. To increase knowledge on current LREC-related doctrine and literature, selected reading materials are available on the Maneuver Self-Study Program website. A broadening experience may be achieved by

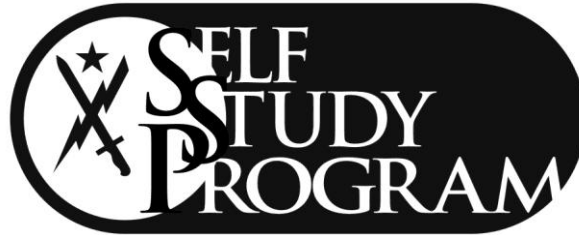
attending the advanced civil school (ACS) or serving as a team leader cadre within the Cultural Understanding and Language Proficiency Program (CULP).

CONCLUSION

C-16. Maneuver leaders must develop as adaptive and agile leaders. The ability to communicate across cultural lines is the new norm for the maneuver force. The LREC competencies within the identified within the ACFLS can increase the overall effectiveness of Soldier performance at the unit level and save lives in combat. The MCoE LREC Strategy supports life-long learning and education, develops measures to sustain critical competencies while maintaining the fundamental war fighting skills to succeed on the battlefield.

Appendix D

Maneuver Self–Study Program



Self-development bridges learning gaps between the operational and institutional domains and sets conditions for continuous learning and growth.

Section I – OVERVIEW

D-1. The Maneuver Self-Study Program (MSSP), which consists of books, articles, doctrine, films, lectures, and practical application exercises, provides maneuver leaders the opportunity for structured and guided self-development designed to help educate maneuver leaders about the nature and character of war, as well as their responsibilities to prepare their Soldiers for combat, lead them in battle, and accomplish the mission. The MSSP provides individuals, leaders, and instructors with a discussion forum and links to social media for collaboration. The program encompasses professional reading, interactive dialogue, reflection, and mentoring. The intent is to enhance understanding of the complex interaction between war and politics and to improve the effectiveness of maneuver leaders in complex environments and in combat against determined, adaptive enemies.

SECTION II – ENDS

D-2. The MSSP supplements the formal education leaders receive in the Army with a guide for self-study. ADRP 6-22 states, “Lifelong learning involves study and reflection to acquire new knowledge and to learn how to apply it when needed.” Leaders do not have the time or opportunity to learn every lesson in a classroom. Soldiers must take it upon themselves to seek self-improvement and gain knowledge through self-study. Our Army values education and self-study. These have been an important aspect of leadership development since the Army’s founding. Generals from George Washington, to Winfield Scott, to Dwight D. Eisenhower supplemented their formal learning through active reading, study, and reflection. Carl von Clausewitz observed the study of war and warfare “...is meant to educate the mind of the future commander, or, more accurately, to guide him in his self-education, not to accompany him to the battlefield...”

D-3. The MSSP program is a valuable resource for commanders to develop their subordinates even though the program is for personal study. Reading, followed by discussion, is a critical component of professional growth and improves leaders’ and subordinates’ ability to retain knowledge.

SECTION III – WAYS

D-4. The Fort Benning public facing website hosts the Maneuver Self-Study Program (<http://www.benning.army.mil/mssp>).

D-5. The MSSP consists of a main group page that introduces the program and links to a goal of 20 topic areas. The self-study program consists of books, articles, doctrine, films, lectures, and practical application

exercises to educate maneuver leaders about the nature and character of war, as well as their responsibilities to prepare their Soldiers for combat, lead them in battle, and accomplish the mission. The intent is to enhance understanding of the complex interaction between war and politics and improve the combat effectiveness of maneuver leaders in complex environments against determined, adaptive enemies.

D-6. Active topic pages contain links to recommended books through the library Worldcat website, and articles and journals that have been copyright vetted. WorldCat provides library and location information for these resources.

D-7. The social media website, LinkedIn, hosts discussion forums for each MSSP topic. LinkedIn is a collaborative online site. On the top right-hand side of the page, there are active topics pages with content and file links. The MCoE requires no membership to read or access topic pages. The internet discussion forums are hosted through LinkedIn and do require membership. To access the forums, follow the instructions below:

- Click on Active Topics from the list on the right-hand side of the page. For example, click on Military Leadership.
- The topic page introduces readers to the topic and provides links to publications for further study. On the right-hand side of the page, there are links to Discussion Forums on the LinkedIn website. For example, click the link titled, Military Leadership Discussion LinkedIn Page. This link takes readers to the LinkedIn group for military leadership. Click the Join button on the upper right-hand side of the screen.
- Repeat the steps above for other topics. If the reader is not a LinkedIn member, he will receive a prompt to sign up for a free account.

TOPIC LIST

D-8. The goal is to have maneuver self-study subgroups for the 20 topics listed below; 18 of the 20 topics are active on the Maneuver Self-Study Program page. The following topics are active:

- Profession of Arms.
- Study and Use of Military History.
- Combined Arms Operations.
- Technology, Doctrine, and Combat Developments.
- Learning Adaptation and Innovation.
- Counterinsurgency.
- Afghanistan.
- Logistics.
- Training.
- Leader Development.
- Military Leadership.
- Armor and Cavalry Heritage, Tactics, and Small Unit Actions.
- Infantry Heritage, Tactics, and Small Unit Actions.
- Nature and Character of War and Warfare.
- Strategy and the Political Dimensions of War.
- Moral, Ethical, and Psychological Dimensions of War.
- Mission Command.
- Operational Art, Multinational, and Joint Warfare.

The following topics are in development:

- Enemy Organizations and Potential Adversaries in the Operating Environment.
- Global and Regional Security Issues.

D-9. Command teams can incorporate self-study programs into unit leader professional development programs. Discussions can be in a classroom, at offsite locations, or a combination of the two with the social media site, LinkedIn, for discussion thread collaboration.

- Select a book or article from one of the topics of the self-study program. Provide the introduction to the topic along with a selected reading to subordinates.
- Identify outcomes for your leaders. Focus on the parts of the book or article that develops these insights and either use the questions provided or develop your own to facilitate discussion in those areas.
- Culminate the experience by having each participant reflect upon the one or two main concepts they are taking away from the experience for action. Have them write these down to help reinforce their thoughts.

SECTION IV – MEANS

D-10. The MSSP is an enduring MCoE program. It directly supports the MLDS and MCoE Campaign Plan 2016. The best means of ensuring the MSSP quality is through topic managers, both at the MCoE and at the units that are using the MSSP as professional development.

TOPIC MANAGER

D-11. Topic managers are responsible for their topic pages and assist the facilitators with monitoring discussion threads. They enlist SMEs that provide professional military experience, industrial leadership, or historical perspective through academia. Topic managers enlist SMEs through personal invites, e-mail, or correspondence.

D-12. Topic managers are responsible for reviewing content posted on the website for use, for recommending new content as necessary, and for reviewing content recommendations submitted by others. Content recommendations may be submitted via e-mail or through the LinkedIn page. Ensure the content is publicly accessible and is not FOUO or classified. If content is releasable, be sure to receive a copyright release if necessary.

D-13. The best topic managers are interested volunteers that let discussions develop. The topic manager's behavior sets the tone for study. Assign topic managers that are organic to the MCoE. This ensures an enduring requirement during personnel turnover, and it allows for assistance from outside sources. Topic managers can scrub and sterilize posts. This ensures the MCoE always has an SME or command representation within each topic area

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Glossary

Acronym/Term	Definition
AAR	after action review
ABCT	Brigade Combat Team
A-BOLC	Armor Basic Officer Leader Course
ACES	Army Continuing Education System
ACSAP	Army Center for Substance Abuse Program
ADT	active duty for training
AFCT	Armed Forces Classification Test
ALA	Army learning assessment
AL-CCC	Advanced Leaders Course – Common Core
ALDS	Army Leader Development Strategy
ALM	Army Learning Model
ALMS	Army Learning Management System
AR ALC	Armor Advanced Leader Course
ATN	Army Training Network
BFSB	battlefield surveillance brigade
BN	battalion
BOLC	Basic Officer Leader Course
CATS	Combined Arms Training Strategies
CC	common core
CCIR	commander's critical information requirements
CGSC	Command and General Staff College
C-IED	counterimprovised explosive device
CLEP	college level examination program
CMF	career management field
CO	course outcome
COE	Center of Excellence
CPOF	Command Post of the Future
CPX	command post exercise
CSF	comprehensive Soldier fitness
CTC	combat training center
DA	Department of the Army
dL	distance learning
DOTD	Director of Training and Doctrine
DSCA	Defense Support of Civil Authorities
DTMS	Digital Training Management System
EF2	every Soldier a sensor
FAST	functional academic skills training
FBCB2	Force XXI Battle Command, Brigade-and-Below

Acronym/Term	Definition
FRAGORD	fragmentary order
GLO	general learning outcome
GPS	global positioning system
GSD	guided self-development
GT	general technical
GTLF	gate to live fire
HRC	Human Resource Command
HQDA	Headquarters, Department of the Army
I-BOLC	Infantry Basic Officer Leader Course
ICE	integrated collective exercise
IDP	individual development plan
IED	improvised explosive device
IMI	interactive multimedia instruction
IMT	initial military training
IMLC	Infantry Mortar Leaders Course
IPB	intelligence preparation of the battlefield
JAG	Judge Advocate General
JIIM	joint, interagency, intergovernmental, and multinational
LO	learning outcome
LREC	language, regional expertise, and culture
MCCC	Maneuver Captains Career Course
METL	mission-essential task list
METT-TC	mission, enemy, terrain and weather, troops and support available, time available, and civil considerations
MCoE	Maneuver Center of Excellence
MDMP	military decision-making process
MLDS	Maneuver Leader Development Strategy
MLO	maneuver learning outcome
MOS	military occupational specialty
MSLC	Maneuver Senior Leaders Course
MTT	military training team
NCOES	Noncommissioned Officer Education System
NCO	noncommissioned officer
OES	Officer Education System
OCS	Officer Candidate School
OPORD	operations order
OSDP	officer self-development program
OSUT	one-station unit training
PIC	post instructional conference
PME	professional military education
PMESII-PT	political, military, economic, social, infrastructure, information, physical

Acronym/Term	Definition
	environment and time
POI	program of instruction
PRM	progressive readiness model
PSD	personal self-development
QAO	quality assurance office
RC	Reserve component
SALT	School of Advanced Leadership and Tactics
SATB	semiannual training brief
SFDF	Squad: Foundation of the Decisive Force
SOCAD	Servicemembers Opportunity Colleges Associate's Degree
SSD	structured self-development
STS	standard table set
TDA	table of distribution and allowances
TOE	table of organization and equipment
TTP	tactics, techniques, and procedures
TRADOC	U.S. Army Training and Doctrine Command
TRAS	Training Requirements Analysis System
USMA	United States Military Academy Prep School (West Point, NY)
U.S.	United States
UTL	universal task list
WARNORD	warning order
WFF	warfighting function
WLC	Warrior Leaders Course

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